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The Exploration into Achieving One Women's 'Freedom of Voice' as Relevant to Domestic Abuse through the Sciences of Creativity

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Running Header: ONE WOMAN'S FREEDOM OF VOICE

Buffalo State
State University of New York
Department of Creative Studies

*The Exploration into Achieving One Women's 'Freedom of Voice'
as Relevant to Domestic Abuse through the Sciences of Creativity*

A Project in
Creative Studies

by

Kathysue Dorey (Pohrte)

Submitted in Partial Fulfillment
of the Requirements
for the Degree of
Master of Science

May 2013

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Dates of Approval:

Date

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Abstract

This master's project explores one woman's journey in applied creativity and how learning behaviors and skills became the impetus for her life's work with domestic abuse survivors. It is from this journey, that a groundbreaking Global Longitudinal Empirical Study with sustainable arm was developed.

This Empirical research is the Freedom Impact Study with Freedom Model that was founded on the Emotional Quotient Inventory 2.0 psychometric measure, the Applied Creativity sciences, and the self-defense training system Pure Krav Maga™. Its sustainable arm is Freedom Global, a 10-day intensive training program for women from other countries to be trained in applied creativity and instructor certified in Pure Krav Maga so they can conduct the Freedom Impact Study in their respective countries.

The background, development, and proposed next steps are presented herein; along with the findings from the Freedom Impact Study's Pilot Inquiry that was executed in October 2012.

Keywords: Freedom, Voice, Domestic Violence, Creativity Studies, Self Defense, Emotional Intelligence, Problem Solving, EQi 2.0, Intuitive Behavior

Date

Kathysue Dorey (Pohrte)
Candidate

Dedication

To my precious daughters who are my heart (Juliann) and soul (OliviaMarie) – you have been my greatest teachers in life. It is because of you that I continue to stand above ground and choose to enjoy life, smile, and help others do the same. You little ladies are the energy that continues to embrace my very soul – I aspire to be a better person because of you both.

To Suzy Q – you have survived the most horrific domestic violence imaginable, and I will forever remember your courageous story of choosing life. Your resolute/gutsy spirit and words to “teach all women how to protect themselves” have become an irrevocable component of my intrinsic motivation.

In honor of those who are no longer with us, I am humbled to have my efforts supported by Terri Lynn’s mother, Barbara, who has been a spiritual blessing and has become the anchor of why I do what I do.

The sustainability and future of the Freedom Impact Study with Freedom Model and Freedom Global began with 10 women and ended with just one woman who had the courage to not only complete the Freedom 5-day Pilot Inquiry, but also to openly share her results herein. If it were not for you, Shumi, this master’s project would have a much different conclusion. You are an integrated part of my intrinsic strength.

To the women of Carolyn’s House – words can never express my sorrow, frustration, and complete helplessness in not being able to teach you how to protect yourselves from your previous, current, and re-current abusers. I will never forget any of you, or your desired hope to protect yourselves. If you ever happen upon this master’s project or me in life, my arms are extended to you. My offer to train you stands. Please know that from this failure came my unwavering determination to never allow a closed door to stop me from moving to the next door of possibility; and it is from your words that continue to haunt me, that I dedicate the Freedom Impact Study with Freedom Model: *“I know what my eventuality will be, but I just want a fighting chance.”*

Acknowledgements

Professional:

The International Center for Studies in Creativity (ICSC) professors are more than academic colleagues; they are an extension of my family. Each has taught me something new about myself in order to become a better creative leader and authentic Self. There are no words to express my sincere gratitude for what they have gifted to me; thus, I will simply promise to always carry your energy, passion, and commitment for what we ICSC creatives do within my heart. You each, as a whole, have progressed me toward my emotionally healthy Self.

The brilliance of Dave Meier and his Accelerated Learning method of program development with engaging one's audience has catapulted me into the never-ending ability to create targeted programs for diversified group populations; as well as how to teach better, more comprehensively, and more effectively through his SAVI approach.

The Buffalo State University College International Scholarship Board took a leap of faith on the Freedom Pilot Inquiry, which I will always remember and be thankful for. It is because of their monetary sponsorship that my master's project was able to evolve into what it is today.

The Newham Action Against Domestic Violence (NAADV) also took a leap of courageous faith on my Freedom Pilot Inquiry when no other domestic violence agency would. Their leadership will always bring humility and bravery to my own heart. You are the other door of possibility that opened, which will allow women to become empowered to effect positive change within their own selves and immediate families. The Freedom Impact Study with Freedom Model is a direct result of your decision to give me a chance.

Boaz Aviram was the missing puzzle piece in the unconscious formation of my legacy. Your loyalty toward what we teach and who we are as Pure Krav Maga instructors is unrivaled. The hours you have spent and continue to spend with me sharing your skillful knowledge, along with the many heated discussions on Krav Maga foundational principles, are priceless. You exemplify authenticity in every sense of the word. As with my ICSC professors, words will never express my gratitude toward you.

I had the opportunity to run-through my Freedom Pilot Inquiry just two weeks prior to leaving for its execution. A heartfelt *thank you* goes to Suzanne Perry and her daughter, who are domestic abuse survivors, for allowing me that tremendous experience. To our freedom ladies.

My Pure Krav Maga colleague Khurram Shaikh provided lodging for me during my London trip as without that, the trip would not have been possible. Thank you for such a generous gift, Khurram – you shall remain within my heart as a man who supports the mistreatment of women in every corner of our world. And, I cannot thank you enough for continuing where I left off with Shumi.

Personal:

My mother is the strongest woman I know; she is responsible for my eternal optimism and my ability to always see a positive from a negative. Her spirited zest for life inspires me to grab hold of each new day. To say that I love you would be the biggest understatement I have ever made; you are the foundation from which my values, intrinsic motivation, and passion were ignited. My life's work is the direct result from being reared by such an extraordinary mother.

My sister is my best friend and took the place of confidant when my grandmother's presence left this world. She has been my continual sounding board and is the only person who understands my anxieties, fears, and crazy-arsed driven self – and accepts and loves me anyway. In my worst time of need, she was there. I love her more and more with each new day.

My Lord has placed a very special man in my life – a man who embraces my child-like behavior; supports my academic dreams; promotes my vocational purpose; respects my intense spirituality; and can instantly calm my whirlwind personality with the softness of his voice and touch. He has shown me that a little girl's dream of finding her prince is not just a fairy tale. You, my Louis, are my eternal love and the most exceptional man who continues to make my heart smile.

I am powerfully and intrinsically devoted to the path my Lord has placed me on and take great comfort in this verse: *"From everyone who has been given much, much will be demanded. And from the one trusted with much, much more will be expected"* – LUKE 28:48

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Positioning Statement

It would be easy to present the findings from my Freedom Pilot Inquiry with Proposed Next Steps, however, there is so much more to the Pilot Inquiry than a 'report back.' And when contemplating this approach, I asked myself: *"Where is the passion, motivation, persistence, and authenticity to this course of action?"* To which I answered: *"This was not just a pilot inquiry. It was the culmination of five years of your life personally, professionally, and academically. And it has transcended into a sustainable, ground-breaking Global Longitudinal Empirical Study that I am so damn proud of."* So in honor of those efforts and those who have taken a stand with me, I have presented the history and evolution of this pilot inquiry in addition to providing snippets of my past, my graduate life, my today, and my tomorrow within this master's project. I am seamlessly intertwined and have become an advocate in the field; relying on my Lord, my authentic Self, and the applied creative sciences.

This master's project is very comprehensive and quite a lot to take in, thus, I have outlined its sections as below for your convenience –

Self Reflection: My journey to, and key learnings from, my graduate program and how the Freedom Impact Study took life (p.11).

Hypothesis: The hypothesis for the Global Longitudinal Empirical Research (p. 19).

Group Population: Domestically Abused Women: Most people hear the words domestic abuse and think only physical abuse comes into play; but they would be wrong. Thus, a definition and description of this group population is presented (p. 19).

The Original Freedom Training System: The original Freedom program was developed for a Western New York women's shelter but was pulled at the last minute and never implemented (p. 20).

Freedom Impact Study with Freedom Model: The Freedom Impact Study with Freedom Model is a uniquely created, groundbreaking Global Longitudinal Empirical Research geared to the group population of domestically abused women. It was created using a Freedom Model which has been founded on over 140+ years of combined in-field research and experience that includes: the Emotional Quotient Inventory 2.0 (EQi) psychometric measure; the Applied Creative sciences (AC); and the self-defense training system Pure Krav Maga: Self Defense Mastery™ (PKM).

The EQi is the foundation, AC is its driver, and PKM is the application used to achieve the Freedom of Voice (FV) desired outcome. Each element (EQi, AC, PKM, FV) along with the Freedom Model $EQi+AC+PKM=FV$ is presented separately under the Freedom Impact Study (p. 23) as –

1. Strand 1: The Foundation (EQi) – the basis for which freedom stands (p. 24)
2. Strand 2: The Driver (AC) – the force by which freedom moves (p. 27)
3. Strand 3: The Application (PKM) – the practice by which freedom is upheld (p. 31)
4. Product: Freedom of Voice – the purpose for why freedom is achieved (p. 35)
5. Freedom Model: $EQi+AC+PKM=FV$ (p. 36).

Freedom Pilot Inquiry: The preparation, execution, and findings (results) of the 5-day Freedom Pilot Inquiry held in London, England (p. 43).

Freedom Global - The Sustainable Arm: Posited as the sustainable arm of the Freedom Impact Study with Freedom Model, this is a 10-day intensive training program for women from other countries to be trained in applied creativity and instructor certified in Pure Krav Maga so that they can conduct the Freedom Impact Study in their respective countries; with myself administering the EQi and managing the research efforts on a 20-year longitudinal basis (p. 57).

Proposed Next Steps: There are areas within the Freedom Impact Study and Freedom Global that still need development (p. 58).

In Continuum and Last Remark: My final words (p. 59).

References (p. 61).

Appendix: The credibility and substantiation for this master's project resides here, along with further reading material for those who wish to dig deeper into the darkness in order to locate the light and effect change within (p. 64).

Self Reflection

I have come full circle and am now ready to evolve further. I have become someone I am proud of, and who I always knew me to be; yet, I know the future will demand even more of me. For the first time ever, it has been difficult putting words to paper in the form of this master's project as there is a sense of finality that makes me uncomfortable... a sense of moving on that makes me anxious... and a sense of conviction to pay it forward with what I have learned in the creative sciences.

I have been blessed with many learning outcomes, which are included herein; however, the most profound has been my gained knowledge that there is no end to one's ability to grow creatively, emotionally, and intellectually. As the International Center for Studies in Creativity (ICSC) Department Chair Gerard Puccio, Ph.D. said in our capstone philosophy course, "The ultimate goal is not self-actualization, but rather a state of higher Self" (personal correspondence, April, 2012). The higher Self that Dr. Puccio refers to is a heightened sense of awareness that is further explained by Jones and Mason (2010):

A quiet mind, absent the gyrations of everyday life, is a requirement for realizing the higher Self we are conditioned to act, to do, to manipulate the world around us. Yet, we also need to stop and practice awareness of our being in the moment. Being is quite

different from doing and we are conditioned to remain in the doing mode incessantly. (p. 31)

Thus, striving toward a higher Self and heightened self-awareness effectuates growth because it is never-ending; instead of what Maslow identifies as self-actualization (Maslow, 1993), which is more an objective to be achieved. “When one becomes self actualized, one has attained the goal as opposed to the notion of seeking enlightenment ... where there really is no end to growth” (Jones & Mason, 2010, p. 32).

Striving toward the higher Self in continuum is paramount to this author's creative, emotional, and intellectual Self. Thus, in lieu of my trepidation, yet for my own continued evolvment, I need to step back and reflect on the last five years as to the circumstances that brought me to today.

A. My Journey to the International Center for Studies in Creativity (ICSC)

I have been driven to lead a purposeful life for as long as I can remember and have always had a strong desire to *effect positive world change, one person at a time*. For years, I thought this mission would be executed through my writing as I consider my writing a spiritual gift; yet, I have never known quite how to use it to effect positive change in this world. Also, becoming a published writer was my only dream since 7 years of age, which had not only consumed me, but also tormented me.

Then, in May 2008, I was faced with the possibility of having ovarian cancer and my world came to a screeching halt. I re-evaluated my life and did not like what I saw. While I have always exemplified confidence and a great deal of intelligence, I never utilized those attributes in a purposeful way. I strived toward a purposeful life, but always felt a void; a void I thought was because I never succeeded as a writer. However, that May, I made a promise to my Lord, my

daughters, and myself that if I were given the opportunity to live a full life without cancer that I would indeed live my life in a purposeful way.

I was given that opportunity, which led me to reading *The Last Lecture* (Pausch, 2008). In this book, Pausch said, "It's not about how to achieve your dreams. It's about how to lead your life" (pp. 205-206), and I realized that I had to give up my dream of becoming a published writer and think about what my legacy would be moving forward. This decision brought me to the ICSC and in retrospect, it is obvious that for me to see His vision, I had to clear the way for it. When I relinquished this dream that consumed me, all else became clear – *or so I thought*.

I say, "... or so I thought" because up until just a few months ago, I refused to look deeper into my past, but my legacy of which I speak about is what has catapulted me into coming face to face with my past. Nor did I comprehend the influence becoming an ICSC graduate candidate would have on me personally, as the void I felt had encapsulated more than just a lost dream – it included an empty and trapped heart.

It is now December 2008. My girls and I were making Gingerbread houses with friends. Their father was working late, but managed to make it home in time to participate in the festivities. Our friends left and an argument with my oldest daughter commenced. Arguments between him and her were frequent, and I always acted as a liaison between the two. However, I was downstairs as this one began when I heard the shouting. Long story short, I became a physical in-between so as not to have my daughter get hit or thrown against the kitchen wall by her father. I managed to de-escalate the situation... *again*. I had become a master at de-escalating domestic abuse in the form of emotional and physical intent for years during our then 19-year marriage. Although the physical intent had always been directed toward me, this was the first time it was directed at my daughter.

That moment is solidified in my mind as the day I emotionally ceased to exist. I felt trapped within a shell of a physical being that I did not recognize. The next day I accepted my circumstances and decided to endure only until my daughters each completed high school. It meant eight more years because I saw no other solution. Let me repeat this as it is key to my future legacy and work with domestically abused women - "... *I saw no other solution.*" My marriage was over emotionally and physically, but I continued through the motions and kept up appearances. No one in either of our families knew anything was wrong; nor had they known the years of emotional abuse my girls and I had endured. I also focused on the future as the present was no longer important.

January 2009 finally arrived; my graduate work began and I focused on something positive. I will never forget that morning walking into CRS559 (*Principles in Creative Problem Solving*) as it is burned in my memory: Dr. Roger Firestien was in the corner of the classroom; classical music was playing; Dr. Firestien welcomed me to the ICSC; and my excitement to finally challenge myself intellectually outside of my comfort zone. The comfort zone, that had become my own self-made prison that kept me from exploring and developing myself and kept me like a placeholder in the game of life.

I had always been a spiritual person and after the December 2008 incident, I began to rely more on His strength to do what I needed to do. While traveling to class that January 2009 morning, I felt the strength of His presence within me again, but it was different. It was as though He was preparing me for what I was about to realize. There was strength, calmness, and a sense of courage that I had never felt before. I knew that my life was about to change, but had no idea how or when. I walked into CRS559 with His grace around me as it now continues. Before I knew it, seven hours went by and I left class feeling more energy, passion, and intrinsic

motivation than ever before. Most importantly, I had learned that there was a deliberate process to resolve personal and professional challenges – Creative Problem Solving (CPS) – that worked and was founded on years of research in the creative sciences.

This was the very day that I chose to live again. While my heart was still empty, it no longer felt trapped; and the prison walls started to crumble. Entrapment was a choice, no longer a circumstance, and I threw myself into creating who I always knew I would and could become. I did not realize the effect, however, this would have on me, or my future legacy until Fall 2011 during my *Creativity Assessment: Methods and Resources* course with ICSC Professor John Cabra, Ph.D.

B. Key Learnings of 2009 – Creative Problem Solving (CPS) Principles

The Creative Problem Solving (CPS) principles were drilled into me as a creative sciences graduate candidate; along with the realization that leadership and creativity skills can be taught. Three key takeaways were:

1. Mistakes are opportunities for growth on the path toward success;
2. Defer judgment until an appropriate time and then make decisions; and
3. Always provide and exemplify affirmative behavior.

My mind was like a sponge and I delved into the Social, Emotional, Moral, and Spiritual Intelligences, which has become the foundation for this master's project. Additionally, my research into Creative Leadership began. During 2009, I still had no idea where I was headed, but it did not matter because my world had become open-ended and full of opportunities with endless possibilities.

C. Key Learnings of 2010 –**Strand 2: The Driver, Applied Creativity “the force by which freedom moves”**

2010 brought theory and function together with the understanding of why research must support theory behind the applied creative sciences. The importance of creativity as a driver in myriad applications took me by surprise as possibility gave way to opportunity. Four key creative takeaways that were

applied in-field were:

1. Driving positive change through the cognitive thinking skills;
2. The relevance of meta-cognition;
3. The importance of incubation; and
4. The ability to intuitively learn new behaviors.

A simultaneous sense of convergence and funneled focus took place, which provided snippets of my hidden purpose, yet to be revealed in 2011. The application, however, of how creativity can be used took form whilst learning Pure Krav Maga: Self Defense Mastery™ (PKM) (a comprehensive and prioritized self-defense training system) so I could protect myself, if necessary, when teaching Creative Leadership skills to at-risk youth in detention centers. The connection between what happened in December 2008 and learning PKM was not made even when I became a certified PKM Instructor.

This is the year I was legally separated; my now 21-year marriage is publically over. Applied CPS was relied on more than ever. No one, however, was aware just how much. It was a lonely, yet, very powerful time for me as I moved into my third year of graduate work. My financial situation plummeted, but did not dissuade my creative journey. My spiritual leadership path strengthened and my momentum skyrocketed. A sense of freedom took place.

D. Key Learnings of 2011 –**Strand 3: The Application, Pure Krav Maga “the practice by which freedom is upheld”**

In 2011, I was introduced to Dave Meier and his accelerated learning method to program development, the SAVI (Somatic, Auditory, Visual, Intellect) approach to teaching, and how to engage one's audience with the 70-30 rule (Meier, 2000). I was inspired and developed two summer camp programs (one on

leadership, one on self-defense); an intensive, comprehensive National self-defense program for universities throughout the United States that includes a college accredited full semester course; and customized self-defense programs for non-profit organizations, corporations, and the private sector. These programs were all developed within four months time (Spring 2011 semester) while also completing graduate course work.

Strand 1: The Foundation, Emotional Quotient Inventory “the basis for which freedom stands”

In Fall 2011 my *Creativity Assessment: Methods and Resources* course began.

I came face-to-face with my creative preference Integrator style as described by the Foursight psychometric measure and realized I greatly lacked balance within myself, but decided to embark on that objective in 2012. I haphazardly

fell upon the Emotional Quotient Inventory (EQi) (formerly the BarOn EQi®) measure and the article “An Exploratory Study of Emotional Intelligence and Domestic Abuse” (Winters, Clift, & Dutton, 2004). I completed more research on the EQi and found ‘problem solving’ as a subscale within said measure. I literally could not contain myself with excitement because my graduate work and legacy were finally revealed. A program geared toward domestically abused women was conceptualized. Simultaneously, Dr. Cabra advised our class of an International Service-Learning Scholarship offered to Buffalo State College students participating in

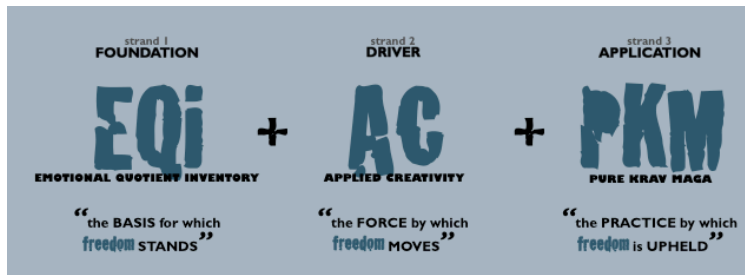
international volunteer experiences; the idea of becoming certified in the EQi and bringing a program abroad took seed.

To summarize, my five key takeaways were:

1. The profound value of Accelerated Learning;
2. The significance of creativity assessments for self and in-field application;
3. Learned intuitive behavior was proven to me;
4. My self worth was realized; and
5. My purpose was defined.

E. Key Learnings of 2012 –

Strand 1: Foundation (EQi) + Strand 2: Driver (AC) + Strand 3: Application (PKM) Unite



There was enormous growth during 2012; so much in fact, that it is hard for me to understand all of it just yet. Incubation for me is a long and

sometimes, bittersweet process. I was forced to put my Vision and Philosophy toward my creative Self on paper in the form of my Legacy. This was difficult as once words are written and seen on paper there is a sense of ownership and conviction that take place. This was the year that my purpose became unified in the Freedom Impact Study with Freedom Model. My four key learning outcomes, associated with transcending toward a higher Self in continuum, included:

1. Actively using the Affective Skills of Mindfulness and Dreaming;
2. Deliberately including balance in my personal and professional life;
3. Incorporating patience as an active attribute within my very being; and
4. Making myself enjoy each moment of every day as a gift.

I am divorced, *finally*. My heart became whole: filled with content, happiness, and pride in myself and purpose in life. The void was bridged. I came into this graduate program filled with uncertainties, the refusal to believe in dreams, and the slamming shut of my past; and I walk into my future with only possibilities, little girl dreams, and the strength to look my past in the face

with head held high and steadfast determination to walk through any door, any circumstance, and any challenge in the pursuit of helping those who feel trapped because they *see no other solution*.

I have found my voice and become my legacy.

Hypothesis

It is my two-fold contention that: one, many domestically abused women suffer from a low skill set in the competencies of problem solving, optimism, assertiveness, and self-regard; and two, when these competencies are increased, that the generational cycle of domestic abuse will be broken.

Group Population: Domestically Abused Women

Most people hear the words domestic abuse and think only physical abuse comes into play; but they would be wrong. Thus, a definition and description of this group population has been presented.

A. Definition of Domestic Violence

The United States Department of Justice (www.ovw.usdoj.gov) defines domestic violence as:

... a pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone. (para 1)

B. Description of Group Population

Domestic violence occurs in all people regardless of race, gender, socioeconomic and educational background, age, and religion; however, according to the United Nations (www.un.org), most acts of domestic violence on a global basis are inflicted on women by an intimate partner. In America alone, 5760 women (1 every 15 seconds) are domestically abused every day (Bureau of Justice Statistics, 1983). And, the abuse does not stop with the woman as research proves that domestic violence also affects family members (Legal Momentum, 2005). Children, who grow up witnessing domestic violence are predisposed to numerous social and physical problems and are taught that this kind of behavior is normal; “therefore, increasing their risk of becoming society’s next generation of victims and abusers” (www.ovw.usdoj.gov, para 8).

The Original Freedom Training System

The Freedom Training System was originally developed to teach violent crime victims and those who wanted to learn how to protect themselves as a precautionary measure because in America alone, according to the FBI Uniform Crime Reports (www.2.fbi.gov), every 24 hours there are:

1. 240 rapes
2. 1440 robberies
3. 2880 violent assaults
4. 48 murders

that are *reported*. Multiply that by 365 days and you get:

1. 87,600 rapes
2. 525,600 robberies
3. 1,051,200 violent assaults
4. 17,250 murders

I believe that one is too many, thus, the Freedom Training System became my resolve.

I developed this training system via the Accelerated Learning (Meier, 2000) method of program development and began with my key outcome of helping people protect themselves. From this early development, I then targeted this program to domestic and sexually assaulted survivors.

The Freedom Training System in its original framework was a 20-hour system that could be taught over the course of one week or several weeks and included the following components:

1. Freedom Journal: a place for self-discovery and dreaming.
2. Freedom Tags: given at the end, these tags are inscribed with FREEDOM on one side and VOICE-VISION-MISSION on the other as a reminder that the capacity for growth can never be capped.
3. Pressure Points Handout: a visual graphic of the 35 pressure points discussed (see Appendix G)
4. Freedom Plan of Action: readiness plan based on a DefCon Principle with four stages: defer, defense, deter, defend (see Appendix I).
5. Freedom Incident Log: used in tandem with the Freedom Plan of Action, this log documents abusive situations and lists important safety and health information (see Appendix I).
6. Facilitated Group Discussion: Situational Awareness, Gut Instinct, Body Language.
7. Facilitated Group Discussion: Freedom Plan of Action and Incident Log.
8. Self-defense Training Sessions: the physical components.
9. Closing Ceremony: women receive Freedom Tags and participate in a final group activity that shares a positive reflection about each other.
10. Recommended Materials: for continued training.

Prior to executing the original Freedom Training System, I had it reviewed by several persons:

1. A murder victim's mother (Barbara)
2. A domestic and sexually assaulted survivor (Suzy Q)
3. Several women's shelter directors and advocates (confidential)
4. A Pure Krav Maga colleague Khurram Shaikh and Captain Dave Aiton from the British Military

Each review came back with positive reinforcement and areas for improvement. I then approached two local women's shelters in Western New York for implementation, but without any interest. I persevered and approached one more – Carolyn's House in Niagara Falls, NY.

After six weeks, Carolyn's House contacted with me with interest. Several meetings later after discussing our shared vision, mission, and objectives, I received buy-in and scheduled my first meeting with the shelter's 15 ladies who agreed to participate.

The first meeting with these 15 ladies was a facilitated data gathering group session to find out their learning outcomes and to confirm their commitment to the program. This session evolved my Freedom Training System even further as it gave me a greater sense of determination and proved to me the importance of one's freedom of voice. I went back to the original objectives of this training system and re-defined its learning outcomes from information gathered directly from these women as follows:

1. Give women a fighting chance to survive
2. Remove women as a target for abuse
3. Empower women
4. Give women the ability to protect their children
5. Help women find their voice again

The desired outcome of Freedom of Voice also took greater shape, along with exploring the importance of the EQi within this training system.

The start date was set: February 6, 2012. All materials and training manuals were printed and organized. Kicking and punching targets were donated for use at the shelter during and after the training so the women could continue practicing (see Appendix H). Then on February 5th I received a phone call from Carolyn's House. I was told the program was pulled and could not be executed because the Executive Directors of the YWCA of Niagara (the organization that financially operates Carolyn's House) did not think the Freedom Training System aligned with their corporate mission on domestic violence and that learning self-defense was not a priority for these women. No amount of pleading got these women, these self-professed domestic violence advocates, to change their minds. This decision made by the leadership of a women's

organization not only baffled me, but also tormented me because I felt like I had let those 15 women down as they were so excited to learn how to *finally* protect themselves; and yet, I was not given the opportunity to help them. This sickens me still today. However, I decided to turn that negative into a positive and connected with several domestic violence advocates and organizations around the world. I again sent the Freedom Training System to more domestic violence survivors, victim's families, and organizations for review and improvement. Every single one was returned with the same message: move forward, go to the next women's shelter, do NOT give up, and most importantly, they believed in the program. And that is what I did and continue to do.

I re-evaluated my approach and decided to move forward in the form of a Pilot Inquiry with the incorporation of the EQi. First though, I had to further develop the current Freedom Training System into what it is today – the Freedom Impact Study with Freedom Model to be executed as a 5-day Pilot Inquiry to test out its validity. Thus, I present with a profound sense of humility and emotion, the Freedom Impact Study with Freedom Model.

The Freedom Impact Study with Freedom Model

The Freedom Impact Study with Freedom Model is a 5-day uniquely created, groundbreaking global longitudinal Empirical research study geared to the group population of domestically abused women. It was created using a Freedom Model which has been founded on over 140+ years of combined in-field research and experience that includes: the Emotional Quotient Inventory 2.0 (EQi) psychometric measure; the Applied Creative sciences (AC); and the self-defense training system Pure Krav Maga: Self Defense MasteryTM (PKM).

The EQi is the foundation (strand 1), AC is its driver (strand 2), and PKM is the application (strand 3) used to achieve the product Freedom of Voice (FV). Each element (EQi,

AC, PKM, FV) is presented separately, along with how these elements work together in the Freedom Model ($EQ_i + AC + PKM = FV$).

Strand 1: The Foundation – Emotional Quotient Inventory 2.0 (EQi)
“the basis for which freedom stands”



This impact study with Freedom Model addressed two challenges:

1. How might I measure the effectiveness of the study; and,
2. What construct might I measure within an individual's behavior that can be positively influenced in order to effect a behavioral change?

The solution to the first challenge had to be reliable and valid in order to meet the required criteria of all psychological, mental health, and vocational tests; and the solution to the second challenge had to be a measurable construct identified and accepted by the academic and psychological communities.

I began by asking myself the following question: *“What was the key component that transitioned you from feeling trapped to feeling free?”* My answer: *“The ability to problem solve.”* Then, I asked myself: *“What might be the result from this sense of freedom?”* My answer: *“A happier outlook on life; a healthier regard for myself; and being able to find my voice again.”* Consequently, because I have been researching Emotional Intelligence (EI) since beginning my creative studies graduate work in 2009, I knew I needed to measure and influence a person's skill set with competencies reflected within a person's EI.

EI is defined by Goleman (1998) as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (p. 317). According to Goleman (1998), one of the most influential intelligence theorists was Howard Gardner, who proposed a widely regarded model of Multiple Intelligence

in 1983; thus, making a “distinction between intellectual and emotional capacities” (p. 319).

Then, in 1990, Peter Solovey and John Mayer proposed a comprehensive EI theory defining EI “in terms of being able to monitor and regulate one’s own and others’ feelings, and to use feelings to guide thought and action” (Goleman, 1998, p. 317). In developing the EQi, EI has been defined as “a set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way” (Stein and Book, 2006, p. 13).

Simply stated, “understanding our EI allows us to behave more wisely and keep ourselves in balance” (personal correspondence, Taylor, Oct. 9, 2012); and it is from the EQi that a person’s EI can be assessed. Thus, I selected the EQi to gauge the effectiveness of the Freedom Impact Study.

The EQi is a Level B psychometric measure developed by Dr. Reuven Bar-On over 17 years before being acquired and published by Multi-Health Systems (MHS) in 1997. According to Stein & Book (2006) the EQi

... accurately defines and assesses the 15 skills that constitute emotional intelligence, is the only self-report test that’s been normed on a representative stratified sample from across the United States and Canada, and has been scientifically demonstrated to be both reliable and valid. (p. 305)

This means that the test results are consistent and reproducible (reliability), measures what it is designed to measure – the construct of EI (validity), and the sample size represents the people you are testing (norms).

The EQi contains 133 items that are answered according to how often each item applies to you with one of five possible answers that range from “never/rarely” to “always/almost always.” There are five scales with 15 subscales that are measured (Stein and Wheldon, 2011):

1. Self-Perception
 - a. **Self-Regard**
 - b. Self-Actualization
 - c. Emotional Self-Awareness
2. Self-Expression
 - a. Emotional Expression
 - b. **Assertiveness**
 - c. Independence
3. Interpersonal
 - a. Interpersonal Relationships
 - b. Empathy
 - c. Social Responsibility
4. Decision Making
 - a. **Problem Solving**
 - b. Reality Testing
 - c. Impulse Control
5. Stress Management
 - a. Flexibility
 - b. Stress Tolerance
 - c. **Optimism**

The EQi also includes a Happiness scale, which is an indicator of your emotional health and well-being.

In relation to the desired outcome of ‘*a happier outlook on life [**optimism**]; a healthier regard for myself [**self-regard**]; and being able to find my voice again [**assertiveness**]*’ from learning how to **problem solve**, I reviewed the EQi subscales and decided to test my contention that many domestically abused women would measure low in the skills that were found in my desired outcome as above (optimism, self-regard, assertiveness); along with the key component of problem solving that transitioned me from feeling trapped to feeling free.

Thus, I selected the following EQi subscales:

1. Problem Solving – the ability to find solutions to problems in situations where emotions are involved; including the ability to understand how emotions impact decision making.
2. Self-Regard – respecting yourself while understanding and accepting your strengths and weaknesses; often associated with feelings of inner strength and self-confidence.
3. Assertiveness – communicating feelings, beliefs and thoughts openly, and defending personal rights and values in a socially acceptable, non-offensive, and non-destructive manner.
4. Optimism – your positive attitude and outlook on life; involving feelings of hope and resilience, despite occasional setbacks.

From the foundation of the EQi came its driver (Applied Creativity) to power the Freedom Impact Study from inception to completion; supportive of cultural and racial diversities on a longitudinal global basis.

Strand 2: The Driver – Applied Creativity (AC)
“the force by which freedom moves”



Creativity dates back to the early philosophers of Parmenides, Socrates, Plato, Heraclitus, and Democritus; however, it was Aristotle who put forth a creativity theory from which all modern-day creative theorists still support. Aristotle believed that to be creative, a person must have an open mind; push for the novel; extend beyond his or her limits; and to create by means of his or her life's experiences. In the *Metaphysics* (350 BCE), Aristotle defined creativity as

All human beings by nature stretch themselves out toward knowing. A sign of this is our love of the senses; for even apart from their use, they are loved on their own account, and above all the rest, the one through the eyes. For not only in order that we might act, but even when we are not going to act at all, we prefer seeing, one might say, as against everything else. And the cause is that, among the senses, this one most of all makes us

discover things and makes evident many differences Knowledge and art result from experience, for experience makes art but inexperience makes chance. And art comes into being whenever, out of many conceptions from experience, one universal judgment arises about those that are similar. (p. 1)

Today, according to Puccio, Murdock, & Mance (2007):

perhaps the most common definition of creativity offered by those in the field of creativity is the production of original ideas that serve some purpose. What is important to note about this definition is that creativity is not synonymous with pure novelty or being different. Being original and being creative are not the same. Rather, creativity is clearly about doing something in an original way that is at the same time useful. Using these two primary features of a creative act – novelty and usefulness - ... presents a simple two-by-two matrix that helps to show what distinguishes creative products from other products or ideas. (p. 21)

As defined by Gardner (1988), the science behind creativity

... propounds the laws which govern the behaviors and thought processes of such individuals and the principles by which certain products come to be judged as creative; such a science also seeks to quantify creativity with measures like citation counts, experts' ratings, or indices of impact within a discipline or a culture. (p. 9)

Additionally, within the domain of creativity exists 4P's as purported by Rhodes (1961):

1. **Person** (personality, intellect, temperament, physique, traits, habits, attitudes, self-concept, value systems, defense mechanisms, and behavior);
2. **Product** (an idea embodied into tangible form);
3. **Process** (motivation, perception, learning, thinking, and communicating); and,
4. **Press** (the relationship between people and their environment).

There is also the notion that creativity exists only to those few who have been born with special talent; which we now know is not true. This is evidenced from E. Paul Torrance's 50-year longitudinal research that showed creative behaviors and skills can indeed, be learned (see Appendix D).

To summarize, Applied Creativity (AC) involves a person's motivation to create something novel within his or her environment; and that creative behaviors and skills can be taught and learned.

So, in what ways does this relate to my master's project? Well, in addition to having the EQi foundation, I asked myself the following questions: *"How might I teach my group population how to move from their present situation of feeling trapped, to the future desired outcome of freedom of voice by increasing their skill set in problem solving?"* and *"What exercises might increase my group population's self-regard, assertiveness, and optimism competencies?"* Upon incubating on these two questions, I realized that the same deliberate process could be used – Creative Problem Solving (CPS) with the Cognitive Thinking and Affective Skills.

CPS was originated in the 1940s by Alex Osborn, an advertising executive who developed the Brainstorming creative thinking tool, which was introduced within a seven-step CPS model in *Applied Imagination* (Osborn, 1954). CPS has evolved since those early years as Osborn partnered with college professor Sidney Parnes, who later teamed up with his colleague Ruth Noller "to design, deliver, and test the groundbreaking college curriculum in creativity at Buffalo State College" (Puccio, Mance, Switalski, & Reali, 2012, p. 73).

CPS has over 60 years of proven in-field research; is conducted within an affirmative environment; and is flexible and adaptable enough to withstand environmental restrictions,

psychological triggers, and last-minute changes (see Appendix E). CPS also offers the platform for tools that influence new behaviors and exercises for facilitative data gathering, closing down, and debriefing sessions – many of which can be found in Appendix R – Bibliography of Further Suggested Reading Materials in the Applied Creativity category under Switalski (2003).

Additionally, according to Puccio, Mance, & Murdock (2011), CPS can help you to develop and learn new cognitive thinking and affective skills as found in the CPS and Cognitive Thinking & Affective Skills chart –

AFFIRMATIVE ENVIRONMENT/CLIMATE

CPS and the Cognitive Thinking & Affective Skills*							
CPS Step	Assessing the Situation^A	Exploring the Vision^B	Formulating Challenges^C	Exploring Ideas^D	Formulating Solutions^E	Exploring Acceptance^F	Formulating A Plan^G
Purpose	<i>To describe & identify relevant data & to determine the next step.</i>	<i>To develop a vision of a desired outcome.</i>	<i>To generate novel ideas that address important challenges.</i>	<i>To describe & identify relevant data & to determine the next step.</i>	<i>To move from ideas to solutions.</i>	<i>To increase the likelihood of success.</i>	<i>To develop an implementation plan.</i>
Thinking Skills	Diagnostic Thinking¹	Visionary Thinking²	Strategic Thinking³	Ideational Thinking⁴	Evaluative Thinking⁵	Contextual Thinking⁶	Tactical Thinking⁷
	<i>Carefully examining a situation, describing the nature of a challenge, & making decisions about appropriate process steps to be taken.</i>	<i>Articulating a vivid image of what you want to create.</i>	<i>Identifying critical issues that must be addressed & the pathways needed to move toward the desired future.</i>	<i>Producing original mental images & thoughts that respond to important challenges.</i>	<i>Assessing the reasonableness & quality of ideas in order to develop workable solutions.</i>	<i>Understanding the underlying conditions & circumstances that will support or hinder success.</i>	<i>Devising a plan that includes specific & measurable steps for attaining a desired outcome & methods for monitoring its effectiveness.</i>
Affective Skills	Mindfulness^{1,1}	Dreaming^{2,1}	Sensing Gaps^{3,1}	Playfulness^{4,1}	Avoiding Premature Closure^{5,1}	Sensitivity to Environment^{6,1}	Tolerance for Risks^{7,1}
	<i>Attending to thoughts, feelings, & sensations relative to the present situation.</i>	<i>To imagine as possible your desires and hopes.</i>	<i>To become consciously aware of discrepancies between what currently exists & is desired or required.</i>	<i>Freely toying with ideas.</i>	<i>Resisting the urge to push for a decision.</i>	<i>The degree to which people are aware of their physical & psychological surroundings.</i>	<i>Not allowing yourself to be shaken or unnerved by the possibility of failure or setbacks.</i>

*Adapted from *Creative Leadership: Skills that Drive Change* by Puccio, Mance, & Murdock, pages 71 & 73 (2011)

Noller defined CPS as “a process, a method, a system for approaching a problem in an imaginative way resulting in effective action” (Miller, Vehar, & Firestien, 2001, p. 106). I cannot think of a more perfect use for CPS than helping to break the generational cycle of domestic abuse, because if there were ever a time to create a novel approach to a challenge, domestic abuse is it; as nothing has worked yet (see Appendix F).

As stated previously, the Freedom Impact Study with Freedom Model is founded on the EQi and driven by Applied Creativity (AC); thereby, necessitating the correlation of emotional intelligence (EI) and creativity. This correlation is substantiated with the Structure of the Intellect (SOI) Model that was developed in 1967 by J.P. Guilford of the University of Southern California. Guilford “delved into the myriad abilities of the human mind” in which “the findings dispelled the notion that intelligence was based on the half-dozen or so abilities measured by most of the existing intelligence tests” (Parnes, 1992, p. 69). Further, we know, as evidenced by many creativity assessment tests and developments by Gardner and Goleman, that one’s social and emotional intelligence is of much greater importance than our cognitive intelligence when having to learn new behaviors and skills.

Strand 3: The Application – Pure Krav Maga: Self Defense Mastery™ (PKM)
“the practice by which freedom is upheld”



Some people may think the self-defense component is unnecessary as having a program with the creative tools and exercises that influence new behaviors and learned skills in problem solving, self-regard, optimism, and assertiveness is sufficient to break the generational cycle of domestic abuse. Yet, it is a natural, integral, and necessary part that cannot be removed. It is where one’s passion and intrinsic motivation stands ready; it is from learning how to protect yourself that your voice becomes existent again; it is where self-regard becomes

anchored; and it is within a moment of domestic abuse when all that has been learned in the Freedom Impact Study is put to the test. Most importantly, it is for those 70% of women who leave their abusers who will be hunted down like dogs, found, and killed. I want to provide them with a '*fighting chance*' to survive.

There are numerous instructors, associations, and martial art disciplines that claim to teach self-defense, but according to Aviram (2009) there is only one comprehensive and prioritized self-defense training system still taught in its original form – Pure Krav Maga: Self Defense MasteryTM (PKM).

PKM is the original Israeli Defense Forces (IDF) Krav Maga, which is the official hand-to-hand fighting training system of the Israeli military. The name comes from the Hebrew words 'Krav' meaning *fight* and 'Maga' meaning *contact*. Krav Maga was created by Imrich Lichtenfeld in 1942 for the underground organizations defending Israeli interests when Israel was still under the British Rule of Palestine (Aviram, 2009). When Israel became a state in 1948, Lichtenfeld became the chief Physical Fitness and Hand-to-Hand Combat Instructor in the IDF.

Krav Maga remained a secret from the world for 20 years under Lichtenfeld's command. When Lichtenfeld retired in 1968, he appointed Eli Avikzar the IDF Chief Instructor of Krav Maga. Avikzar further developed Krav Maga under Lichtenfeld's supervision and was also put in charge of the training curriculum at the civilian Krav Maga Association that Lichtenfeld established in 1978. When Avikzar retired from the IDF in 1981, he appointed Boaz Aviram the third IDF Chief Instructor of Krav Maga.

It is during these years (1968-1981) when IDF Krav Maga was introduced by Lichtenfeld to the world as Civilian Krav Maga – a watered-down version of Krav Maga. It is also why today, there is great disparity within the Krav Maga discipline as most Krav Maga organizations

do not understand the difference between IDF Krav Maga and Civilian Krav Maga (personal correspondence, Aviram, July 10, 2010); thus, Aviram decided to uphold Lichtenfeld's original IDF Krav Maga under the Pure Krav Maga: Self Defense MasteryTM discipline. For a complete history, the reader can refer to *Krav Maga: Use of the Human Body as a Weapon Philosophy and Application of Hand to Hand Fighting Training System* (Aviram, 2009), the 7-DVD set *Pure Krav Maga: Self Defense MasteryTM*, and Aviram's blog at www.kravmaganewyork.blogspot.com.

Krav Maga was created so that it could be taught in a condensed period of time. IDF soldiers are taught Krav Maga in 21 intensive hours; and while they must continue training, they are expected to defend their country and their people upon completion of these 21 hours, which they have been doing for 65 years now.

Krav Maga is based on principles of using the body as a weapon in a natural and intuitive way; it is not about physical strength, but rather about strength of mind – simply stated, Krav Maga is the ability to use your mind and body to protect your self, as size, weight, height, and fitness level do not matter.

Within the Krav Maga curriculum, basic principles need to be understood before principle-based techniques applied to various scenarios can be taught. These principles, as adapted from *Krav Maga: Use of the Human Body as a Weapon Philosophy and Application of Hand to Hand Fighting Training System* (2009), include:

1. **Danger Analysis.** This involves a self-assessment of the risk you are willing to take to confront a dangerous situation. It also equally involves the need to control your opponent once he or she steps into your territory. Within this principle, the value of 'gut instinct' is taught, as well as the need to maintain a heightened awareness without ever lowering your level of complacency. Avoidance is also discussed.
2. **Reaction Time (the 2 second rule).** This is the time it takes your brain to recognize a dangerous motion (1 second) and send a command to your body to move (1 second),

or to one of your limbs to move the danger away from you. The reaction time of the brain is crucial in the ability to protect yourself. A simultaneous defense and attack is executed.

3. **Vision.** You should always look to the head level of your opponent, but not at their eyes; thereby, being able to visually see his or her arms, legs, and any sudden body movements. As you move to protect yourself, use your vision to measure the distance of your strikes and defenses and never look to where you will be striking.
4. **Motion.** Strike within maximum range and speed with minimum motion required while maintaining balance.
5. **Safety in Training.** We respect and control ourselves always when training and instructing others.
6. **Self Defense Protection and the Law.** “In Krav Maga you are trained to control the level of severity by controlling the depth of the penetration of your strike” (p. 53). Every student must understand the self-defense laws in the state of residence.
7. **Pressure Points.** These are used to control your opponent so you do not get harmed while taking into account the distance of the pressure point from your striking limb and its accessibility. Also, knowing what happens within our bodies when certain pressure points are engaged is imperative when analyzing the level of danger and attack. Knowing which pressure point to engage so as *not* to kill someone versus in order *to kill* someone, has its advantage (see Appendix G).
8. **Body Movement/Pivot.** The natural movement/pivoting of the body when executing strikes, kicks, and defenses from various angles.
9. **Instinctive Defenses.** You always defend according to the position of your opponent and where you are (physically) in relation to him or her.

Krav Maga is a prioritized self-defense training system, which means that it is taught in progression. For example, instinctive defenses cannot be taught before body movement as they are founded on knowing how to naturally move your body.

Another key principle taught is not to use your voice in a confrontation unless you can command your potential attacker to stop *before* he gets within your territory and you have to defend yourself, because if you are talking, your brain is not concentrating on protecting itself. This is substantiated by the Psychological Refractory Period (PRP) phenomenon where,

according to Pashler (1994), the response to a second stimulus is slowed because you are still processing the first stimulus. A good example of this is when you are driving and talking on the telephone at the same time – imagine having to veer quickly to avoid an accident – by the time you visually register this in your mind and stop talking to do this, there is a slowed response time. In a physical confrontation, milliseconds count. Two studies supporting this can be found in the PKM Bibliography of Appendix R under Smith (1967) and Selst, Ruthruff, & Johnston (1999).

The principle-based techniques with several applied scenarios are listed in Appendix J and can be further referenced via *Krav Maga: Use of the Human Body as a Weapon Philosophy and Application of Hand to Hand Fighting Training System* (2009).

Product: Freedom of Voice

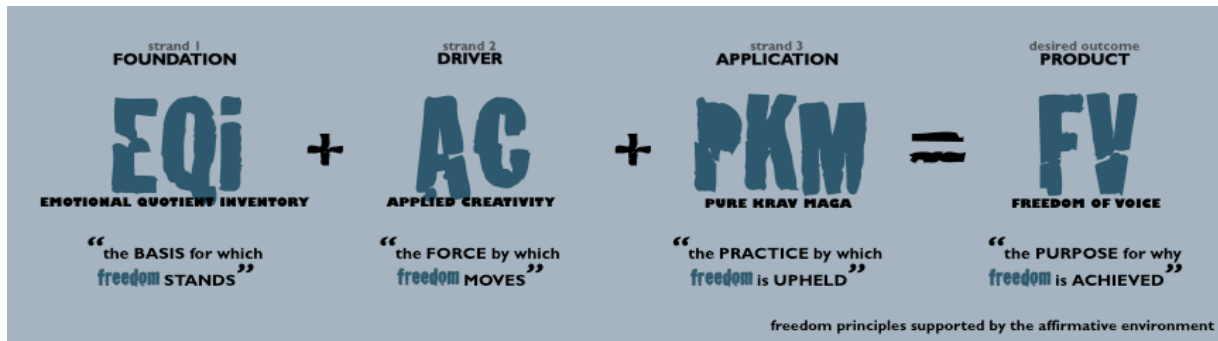


I believe in our spiritual, emotional, and physical freedom that is an intentional gift to be safeguarded by our soul – protected by our inner strength and tenacity for life. It is my contention that from this freedom will come a person's voice, which eventually leads to their vision and subsequently, their purpose in life. It is my belief that this freedom of voice is our energy from within that is expressed in myriad of ways creatively in order to lead and influence others. It is also my hope that I can effectuate this desired outcome for all those who pass through the Freedom Impact Study, thereby, causing positive change within their own cultural and family frameworks.

Ultimately, if the Freedom Impact Study with Freedom Model is successful, there will be a behavioral and emotional transition within the individual. This transition often begins as a

whisper, taking varying incubation times, but is one worth waiting for because the end product is their intrinsic freedom.

Freedom Model: EQi + AC + PKM = FV



The Freedom Model has the capacity to create real change within a person's life. In order to do this, it is inherently founded on five self-driven universal principles, which are executed within an environment that promotes affirmative behavior; along with adapting to individual personality differences and cultural, social, and religious diversities –

1. **Understand Thyself:** *value yourself*
2. **Accept Thyself:** *believe in yourself*
3. **Embrace Thyself:** *love yourself*
4. **Like Thyself:** *admire and praise yourself*
5. **Respect Thyself:** *honor and trust yourself*

This environment or 'climate' in which the Freedom Impact Study is executed, is advocated within each EQi, AC, and PKM strand, which permits CPS and the Cognitive Thinking and Affective Skills to be intuitively and actively learned as new behaviors –

AFFIRMATIVE ENVIRONMENT/CLIMATE

CPS and the Cognitive Thinking & Affective Skills*							
CPS Step	Assessing the Situation ^A	Exploring the Vision ^B	Formulating Challenges ^C	Exploring Ideas ^D	Formulating Solutions ^E	Exploring Acceptance ^F	Formulating A Plan ^G
Purpose	To describe & identify relevant data & to determine the next step.	To develop a vision of a desired outcome.	To generate novel ideas that address important challenges.	To describe & identify relevant data & to determine the next step.	To move from ideas to solutions.	To increase the likelihood of success.	To develop an implementation plan.
Thinking Skills	Diagnostic Thinking¹ Carefully examining a situation, describing the nature of a challenge, & making decisions about appropriate process steps to be taken.	Visionary Thinking² Articulating a vivid image of what you want to create.	Strategic Thinking³ Identifying critical issues that must be addressed & the pathways needed to move toward the desired future.	Ideational Thinking⁴ Producing original mental images & thoughts that respond to important challenges.	Evaluative Thinking⁵ Assessing the reasonableness & quality of ideas in order to develop workable solutions.	Contextual Thinking⁶ Understanding the underlying conditions & circumstances that will support or hinder success.	Tactical Thinking⁷ Devising a plan that includes specific & measurable steps for attaining a desired outcome & methods for monitoring its effectiveness.
Affective Skills	Mindfulness¹¹ Attending to thoughts, feelings, & sensations relative to the present situation.	Dreaming²¹ To imagine as possible your desires and hopes.	Sensing Gaps³¹ To become consciously aware of discrepancies between what currently exists & is desired or required.	Playfulness⁴¹ Freely toying with ideas.	Avoiding Premature Closure⁵¹ Resisting the urge to push for a decision.	Sensitivity to Environment⁶¹ The degree to which people are aware of their physical & psychological surroundings.	Tolerance for Risks⁷¹ Not allowing yourself to be shaken or unnerved by the possibility of failure or setbacks.

*Adapted from *Creative Leadership: Skills that Drive Change* by Puccio, Mance, & Murdock, pages 71 & 73 (2011)

By incorporating the EQi and AC into teaching individuals how to protect themselves with PKM, this in turn allows the opportunity for them to become leaders within their own cultural, academic, personal, and professional frameworks. This purports the significance of administering the EQi first, before anything else is discussed and/or taught because it is necessary to identify where an individual currently scores on the EQi composites and subscales (competencies) as represented in the following EQi 2.0 Model (Stein and Wheldon, 2011) –



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Knowing where the individual scores on the above scales and subscales (competencies) allows me to teach and/or reinforce skills and behaviors in the competencies they score low in. It is my contention that domestic abuse survivors will score low in the competencies of Problem Solving, Self-Regard, Assertiveness, and Optimism. It is also my belief that when behaviors and skills in these competencies are increased, that the generational cycle of domestic abuse will be broken by creating a self-confident, self-reliant, self-assured, and emotionally healthy person.

Two fundamentals shared by the EQi, AC, and PKM are: one, the reliance on our innate ability to identify and listen to our gut instinct and intuition based on our current years of life experience; and two, knowing the importance of deliberately practicing meta-cognition, which is

understanding how to think in order to increase self-awareness in learning styles/abilities, as well as to identify effective strategies to better problem solve.

Unification of the EQi, AC, and PKM strands is inherently built and executed with the hopes of effectuating the desired outcome – Freedom of Voice. I presented each strand separately so each strand could be understood independently and will now present them together as an interconnected and interrelated entity, as follows –

The EQi is administered first so the EQi test results are not influenced by any new learned behaviors, skills, and practices. Administration of the EQi takes about 20 minutes. Depending on the availability of the individuals and their access to a computer, the EQi can be administered either prior to day one of the Freedom Impact Study, or within the first hour during day one. The individuals taking the EQi are advised that this is a confidential self-assessment test, which is kept for one year and then discarded. The EQi is administered a second time, on day five of the Freedom Impact Study, as the very last exercise. It is hoped to continue the re-administration of the EQi to each individual every five years thereafter for a total of 20 years (a generation).

After the individuals take the EQi the first time, I review the results for low competency scores so I am aware of which competencies to focus on. I also will create a future EI Composite Sort Tool to use with the individuals to gauge whether they are increasing their skills within said competencies over the course of the five days.

When the individuals are completing the EQi, they are subconsciously practicing *Tactical Thinking* with the affective skill of *Tolerance for Risks*; and when the EQi results are reviewed with the individuals (privately, one-on-one), they are consciously practicing *Strategic Thinking* with the affective skill of *Sensing Gaps*.

Once the EQi is completed, the Freedom Impact Study can continue. First though, it is necessary to make sure there is a shared openness within the group and that the program is executed within the aforementioned environment founded on the five universal 'Know Thyself' principles. The Impact Study can also adapt to the women's learning outcomes as needed.

Applied Creativity is infused within the five days as each day includes an Agenda, an opening and closing facilitated session, the day's PKM activities, facilitative discussions, and creative tools and exercises to learn new behaviors, skills, and practices that reinforce the Cognitive Thinking and Affective Skills as shown in the following Freedom Impact Study Boilerplate Program Chart –

FREEDOM IMPACT STUDY Boiler Plate Program

DAY 1 AGENDA	DAY 2 AGENDA	DAY 3 AGENDA	DAY 4 AGENDA	DAY 5 AGENDA
<ul style="list-style-type: none"> • Welcome^H • EQ^{C3-4} • Introductions^{F6-6.1} • Freedom Journal^{B2-2.1} • Learning Outcomes^{A1-1.1} • Day 1 Activities^{AUG} <ul style="list-style-type: none"> - PKM history - Danger Analysis - Situational Awareness - Vision/Motion - Arms Distance Exercise - Safety in Training - Self-Defense Law - Pressure Points - Warm Up - H2 Punch - Body Movement • Closing Session^{B5-5.1} 	<ul style="list-style-type: none"> • Welcome^H • Q&A^{A1-1.1} • Discussion^{B2-2.1, D4-4.1} <ul style="list-style-type: none"> - What is freedom? • EI Composite Sort^{A1-1.1} <ul style="list-style-type: none"> - Problem Solving - Self-Regard - Assertiveness - Optimism • Day 2 Activities^{A-BCDEFG} <ul style="list-style-type: none"> - PKM review - Warm Up - Hand Strikes (primary punch; palm, elbow, hammer, & backhand) - Combo Strikes - Body Language and Situational Awareness Reinforced - Kicks (front & side) - Combo Kicks/Strikes • Facilitated Discussion: <ul style="list-style-type: none"> - Gut Instinct^{D4-4.1} - Intuition^{F6-6.1} • Closing Session^{B5-5.1} 	<ul style="list-style-type: none"> • Welcome^H • Q&A^{A1-1.1} • EI Composite Sort^{C3-3.1} <ul style="list-style-type: none"> - Problem Solving - Self-Regard - Assertiveness - Optimism • Day 3 Activities^{A-BCDEFG} <ul style="list-style-type: none"> - PKM review - Warm Up - Outside Defenses - Inside Defenses - Instinctive Defenses vs Kicks, Strikes - Release from Grabs, Chokes, Head Locks, Holds - Body Language and Situational Awareness Reinforced • Facilitated Discussion: <ul style="list-style-type: none"> - Freedom POA with Incident Log^{A1-1.1, G7-7.1} • Closing Session^{B5-5.1} 	<ul style="list-style-type: none"> • Welcome^H • Q&A^{A1-1.1} • EI Composite Sort^{C3-3.1} <ul style="list-style-type: none"> - Problem Solving - Self-Regard - Assertiveness - Optimism • Day 4 Activities^{A-BCDEFG} <ul style="list-style-type: none"> - PKM review - Warm Up - Falling - Ground Defenses - Knife Defenses - Body Language and Situational Awareness Reinforced • Facilitated Discussion: <ul style="list-style-type: none"> - Open, TBD^{D4-4.1} • Closing Session^{B5-5.1} 	<ul style="list-style-type: none"> • Welcome^H • Q&A^{A1-1.1} • Day 5 Activities^{F6-6.1} <ul style="list-style-type: none"> - PKM review - Warm Up - Pistol Defenses - Open, TBD • Facilitated Discussion: <ul style="list-style-type: none"> - EI Composite Sort Talk back/Debrief^{F6-6.1} - H2 Practice, Train^{G7-7.1} • Facilitated Exercise^{B2-2.1} <ul style="list-style-type: none"> - Visionary^{C3-3.1} (Cartoon Storyboarding "Where do you see yourself 5 years from now?") • Freedom Tags^H • Freedom Journal Note^H • Freedom Inspirations^{D4-4.1, H} • Closing Session^{B5-5.1} • EQ^{G7-7.1}
<p>^HAffirmative Environment/Climate</p> <p>^{C3-3.1}Formulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^{F6-6.1}Exploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^{B2-2.1}Exploring the Vision: Visionary Thinking-Dreaming</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^AAssessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^FExploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^GFormulating A Plan: Tactical Thinking-Tolerance for Risks</p> <p>^{B5-5.1}Formulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p> <p>There is usually no Ideational Thinking on Day 1; however, the program is flexible to accommodate should it be necessary.</p>	<p>^HAffirmative Environment/Climate</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking- Mindfulness</p> <p>^{B2-2.1}Exploring the Vision: Visionary Thinking-Dreaming</p> <p>^{D4-4.1}Exploring Ideas: Ideational Thinking-Playfulness</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking- Mindfulness</p> <p>^AAssessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^BExploring the Vision: Visionary Thinking-Dreaming</p> <p>^CFormulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^DExploring Ideas: Ideational Thinking-Playfulness</p> <p>^FFormulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p> <p>^FExploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^GFormulating A Plan: Tactical Thinking-Tolerance for Risks</p> <p>^{D4-4.1}Exploring Ideas: Ideational Thinking-Playfulness</p> <p>^{F6-6.1}Exploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^{B5-5.1}Formulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p>	<p>^HAffirmative Environment/Climate</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking- Mindfulness</p> <p>^{C3-3.1}Formulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^AAssessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^BExploring the Vision: Visionary Thinking-Dreaming</p> <p>^CFormulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^DExploring Ideas: Ideational Thinking-Playfulness</p> <p>^FFormulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p> <p>^FExploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^GFormulating A Plan: Tactical Thinking-Tolerance for Risks</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking- Mindfulness</p> <p>^{G7-7.1}Formulating A Plan: Tactical Thinking-Tolerance for Risks</p> <p>^{B5-5.1}Formulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p>	<p>^HAffirmative Environment/Climate</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking- Mindfulness</p> <p>^{C3-3.1}Formulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^AAssessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^BExploring the Vision: Visionary Thinking-Dreaming</p> <p>^CFormulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^DExploring Ideas: Ideational Thinking-Playfulness</p> <p>^FFormulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p> <p>^FExploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^GFormulating A Plan: Tactical Thinking-Tolerance for Risks</p> <p>^{D4-4.1}Exploring Ideas: Ideational Thinking-Playfulness</p> <p>^{B5-5.1}Formulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p>	<p>^HAffirmative Environment/Climate</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking- Mindfulness</p> <p>^{F6-6.1}Exploring Acceptance: Contextual Thinking- Sensitivity to Environment</p> <p>^{G7-7.1}Formulating A Plan: Tactical Thinking-Tolerance for Risks</p> <p>^{B2-2.1}Exploring the Vision: Visionary Thinking-Dreaming</p> <p>^{C3-3.1}Formulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^HAffirmative Environment/Climate</p> <p>^{D4-4.1}Exploring Ideas: Ideational Thinking-Playfulness</p> <p>^{B5-5.1}Formulating Solutions: Evaluative Thinking- Avoiding Premature Closure</p> <p>^{G7-7.1}Formulating A Plan: Tactical Thinking-Tolerance for Risks</p>

Every CPS step and all Cognitive Thinking and Affective Skills are being learned, practiced, and reinforced throughout days 2-5.

When teaching the PKM components, I incorporate the 70/30 rule (physically engaging the women 70% of the time with me talking 30% of the time), along with incorporating the SAVI approach (Meier, 2000). For example, when teaching the 35 pressure points, I have the women pair up (standing) and learn as we go (each woman taking a turn with learning the pressure points on each other), thereby reinforcing our senses as per the SAVI (Somatic, Auditory, Visual, and Intellect) Approach for greater muscle, intuitive, and cognitive memory. Additionally, I supply visual aids and the opportunity for the women to make their own diagrams to help them learn and understand the effects within the anatomy when pressure points are engaged.

The physical and non-physical (situational awareness, danger analysis, body language, avoidance, de-escalation) PKM curriculum also reinforces the Cognitive Thinking and Affective Skills whilst simultaneously reinforcing problem-solving skills and are taught throughout the Impact Study as referenced in the day-to-day agendas within the chart above.

The Freedom Impact Study boilerplate program components include:

1. EQi: administered Day 1 and Day 5.
2. Welcome and Q&A: facilitated each day to check in and offer a share back with questions.
3. Freedom Journal: provided so women can explore their dreams and hopes.
4. Learning Outcomes: facilitated discussion on Day 1 to make sure Impact Study supports the group's takeaways.
5. Activities: physical and non-physical PKM principles, principle-based techniques, and scenarios.
6. Facilitated Group Discussions: Held on Days 2, 3, 4 and 5.
7. Creative Exercises: Held on Days 2, 3, 4, and 5.
8. Closing: A short facilitated share back on key learnings for the day held on Days 1-5.
9. Gift Presentations: Held on Day 5, Freedom Tags are presented along with a personalized Freedom Journal note from me for each woman.
10. Freedom Training Manual: Includes an overview of the Impact Study, training lessons, facilitated discussions, creative exercises, future training recommendations, training handouts, self-defense law as relevant to state/province/country.

So with the Freedom Impact Study at the ready along with the preparation for the Pilot Inquiry completed, there was only one thing left to do prior to leaving for the Pilot Inquiry – a practice run-through.

Pilot Inquiry Run-Through



Two weeks prior to leaving for London, I offered the Impact Study to up to eight domestically abused women in the Western New York area. I managed to get six interested women, but on day one had only two who could commit – Suzanne Perry and her daughter. Because time was an issue along with business and personal commitments, Suzanne could only participate in four days as opposed to the full five days. Consequently, several elements of the Impact Study could not be executed. Additionally, I had not been certified yet to administer the EQi 2.0 so that was also removed from the Run-Through. However, we were still very excited to run through the Impact Study with as much as we could. In the end, Suzanne completed the four days and her daughter completed three days. My objectives for the Run-Through were to get a feel for the timing associated with the daily agenda, as well as feedback and observations from the participants – both of which were fulfilled.

Freedom Pilot Inquiry

The Freedom Pilot Inquiry began as a thought in December 2011, then as an objective in February 2012, and then as a mission in April 2012. My persistence consumed me throughout most of 2012 toward achieving the completion of the Pilot Inquiry and it almost physically and emotionally destroyed me – but obviously did not. Thus, I will advise how this Pilot Inquiry was planned, executed, and whether or not the results supported my two-fold Hypothesis that: one,

many domestically abused women suffer from a low skill set in the competencies of problem solving, optimism, assertiveness, and self-regard; and two, when these competencies are increased, that the generational cycle of domestic abuse will be broken.

A. Preparation.

I identified eight driveable steps that needed to be accomplished:

1. **Secure a domestic violence organization in the London, England area.**
Result: Newham Action Against Domestic Violence (NAADV) was contacted in January 2012 with final approval September 2012.
2. **Secure 15-day lodging without cost.**
Result: Secured May 2012 by PKM colleague Khurram Shaikh.
3. **Apply for and get awarded the International Service-Learning Scholarship.**
Result: Applied in June 2012, interviewed in July 2012, awarded in August 2012.
4. **Register for EQi 2.0/EQ360 Certification Training in London, England.**
Result: Registered in August 2012, completed pre-coursework September 2012, completed 2-day certification training in London October 9-10, 2012, completed and passed exam October 12, 2012. (see Addendum C)
5. **Apply for and secure expedited approval from International Review Board (IRB).**
Result: Applied and approved September 2012. (see Addendum O)
6. **Select a visionary tool for the closing exercise.**
Result: Selected the Cartoon Storyboard July 2012, contacted its developer Dr. Jane Henry to see if this tool was ever used with domestic abuse survivors and found it had not been. Thus, my results were provided to Dr. Henry upon my return. (see Addendum P)
7. **Develop an EI Composite Sort Tool.**
Result: Met with Natascha Radclyffe-Thomas (a creativity colleague) in London October 8, 2012 to gather data on how she developed her leadership attribute sort tool. This step still needs to be completed.
8. **Create Training Materials for participants.**
Result: Completed October 3, 2012 just in the nick of time!

The 11-month preparation for the Freedom Pilot Inquiry seemed at the time surreal to me.

The magnitude of what I was attempting came to a pivotal moment in late September when my anxiety set in with the realization that I was indeed going to London by myself, to execute this profoundly important research. I was literally sick to my stomach with the fear of never before attempting such a venture in addition to having to do this without my family, friends, or academic colleagues close by for support. Shortly before leaving for London, I was told my

lodging would not have internet access, which was a huge concern as I needed to check bus, train, and underground station schedules daily in order to achieve all my objectives. My fear of flying also became an issue. And, my oldest daughter got sick two days prior to leaving. Long story short, I took control of my emotions and uncertainty, got my ass on the plane, and left.

B. Execution

The Freedom Pilot Inquiry was a 15-day trip to London, England that began on October 5, 2012 and was completed on October 20, 2012 and included four primary objectives:

1. Meet with Natascha Radclyffe-Thomas to discuss the EI Composite Sort Tool
2. Become certified in the EQi 2.0/EQ360 so I could administer it pre- and post-Pilot Inquiry, and then in the future Freedom Impact Study
3. Execute the Freedom 5-day Pilot Inquiry to support my two-fold hypothesis
4. Connect the NAADV with my PKM colleague Khurram Shaikh for continued, ongoing training sessions for the women

My schedule to achieve the above four objectives was as follows:

DATE	SCHEDULE
Oct 5	Arrive London
Oct 6&7	Secure train, bus schedules, oyster card, mobile-on-the-go, utility pay ups
Oct 8	Meet with Natascha at the London College of Fashion
Oct 9&10	EQi certification training
Oct 11	Meet with NAADV and Refuge Director
Oct 12	Complete EQi exam
Oct 13&14	Buy and prepare facilitative materials
Oct 15-19	Pilot Inquiry execution
Oct 20	Depart London

Objective 1.

Meet with Natascha Radclyffe-Thomas to discuss the EI Composite Sort Tool

I met with Natascha at the London College of Fashion to discuss her research, which supported a portion of her thesis “*Concepts of creativity operating within a UK art and design college (FE/HE) with reference to Confucian heritage cultures: perceptions of key stakeholders.*” This research was important because it helped Natascha to develop a Leadership

Attribute Sort Tool that I thought could be adapted into an EI Composite Sort Tool used in the future Freedom Impact Study. The EI Composite Sort Tool would reinforce the four competencies of Problem Solving, Self-Regard, Assertiveness, and Optimism that I think the group population will score low in.

RESULT: We met on Monday (8 oct 2012) at 4:30pm for 2 hours. Natascha advised her group populations (students, teachers, management) and how she interviewed them to find out their view on creativity. I advised how the EI Composite Sort Tool would work and she recommended several ways to go about my research in addition to its execution. This was an extremely informative meeting, and we will collaborate together on this adapted tool in the future as I develop it.

Objective 2.

Become certified in the EQi 2.0/EQ360 so I could administer it pre- and post-Pilot Inquiry, and then in the future Freedom Impact Study

The EQi is a psychometric measure that tests a person's emotional intelligence (EI), which are emotional and social skills that collectively influence how we perceive and express ourselves; develop and maintain social relationships; cope with challenges; and use our emotions in an effective and meaningful way. (MHS, EQi Technical Manual, 1997, 2011)

I believe the group population of domestically abused women will score low in the same four competencies that I am developing the EQi Composite Sort Tool in (Problem Solving, Self-Regard, Assertiveness, and Optimism). Being certified in the EQi will allow me to administer the test pre- and post-Pilot Inquiry as well as the future Freedom Impact Study. I will also review the results with the women to increase their skills in each of these same four competencies in addition to any others within the EQi model as shown on p. 38 herein.

RESULT: I completed pre-course work prior to leaving for London and then participated in an intensive 2-day certification training from Dean Taylor, Idea Psychology, on Tuesday and Wednesday (9 and 10 oct 2012). I was required to: administer and interpret an EQi 2.0 and EQ360 assessment, thereby understanding the five components and 15 subscales; demonstrate the ability to conduct an effective assessment feedback session by explaining Emotional Intelligence benefits and how it applies to different disciplines; and assess which report type was appropriate for different clients.

An exam was required with a 70% passing grade after the 2-day training. I received a 92% on the exam and have been given full accreditation privileges to administer and coach back the EQi 2.0 and EQ360.

I administered the EQi 2.0 pre- and post-Freedom Pilot Inquiry and discuss the results in the **EQi Results** section on p. 55 herein.

Objective 3.

Execute the Freedom 5-day Pilot Inquiry to support my two-fold hypothesis

It was my intention to execute the 5-day Freedom Pilot Inquiry (inclusive of administering the EQi 2.0 pre- and post-Pilot Inquiry) to 10 women living in a refuge. The purpose was to gather data that would support (or de-support) my contention that the group population of domestically assaulted women would score low in four competencies (Problem Solving, Self-Regard, Assertiveness, and Optimism). Further, upon completing the 5-day Pilot Inquiry, the participants would begin to increase their skills in these same four competencies, which would eventually lead to breaking the cycle of domestic abuse after continually reinforcing new learned behaviors. Also, it was important to teach these women how to protect themselves physically and emotionally from current and/or future abusive and violent situations.

Additionally, as a final exercise, a creative visionary tool would be used to walk these women through a vision for their future.

RESULT: I met with the women's shelter NAADV Director Jane Ishmael and the Refuge Director Sue (last name is confidential) on Thursday (11 oct 2012). I was advised that there were 10 women who would participate. On Friday (12 oct 2012) I was advised that this number would be 9 as one woman had just suffered a nervous breakdown. On Monday (15 oct 2012 / day 1 of 5 of the Freedom Pilot Inquiry), I arrived to only 5 women ready to participate. I administered the EQi 2.0 and then began the Freedom Pilot Inquiry. Also, as a side note, I was suppose to have 4 hours per day with the women, but it was decided on Thursday (11 oct 2012) that only 3 hours per day could be committed to. This meant, of course, that less physical techniques would be taught and that there was less time within the facilitated discussions on avoidance, de-escalation, danger analysis, and situational awareness.

On Tuesday (16 oct 2012 / day 2), I arrived to find only one woman (Shumi) ready to participate and commit to the remainder of the week. Shumi and the Refuge Director Sue were extremely apologetic and disappointed that the other women were not taking advantage of the program. However, I reminded them that you cannot put a success or fail label on a person's life. That one life was worth every ounce of my effort. Thus, we continued for the rest of the week. I will however, have to admit, that I was concerned how the Scholarship Board would feel about this as they had provided me with the financial backing and opportunity to execute the Pilot Inquiry. I thought about this throughout the remainder of the week and then asked myself – *“If you worked tirelessly for the next 20 years, only to have positively effected one woman's life, would you be satisfied, happy, and consider your efforts successful?”* The answer to my question was a resolute *“Yes,”* and the Scholarship Board agreed.

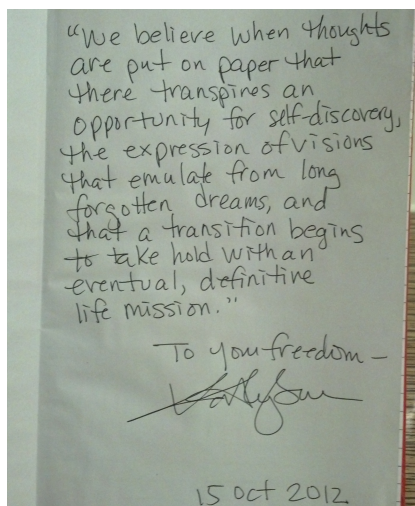
Key points with relevant learning outcomes during the five days

1. I administered the EQi to five women before beginning the Pilot Inquiry so as not to contaminate its results. This was done as a paper and pencil test instead of electronically. It was also administered as the last item on day five of the Pilot Inquiry.

LEARNING OUTCOME: Only three of the tests were valid as two women did not answer several of the questions. In the future, I will have women complete electronically in the hopes that all questions will be answered.

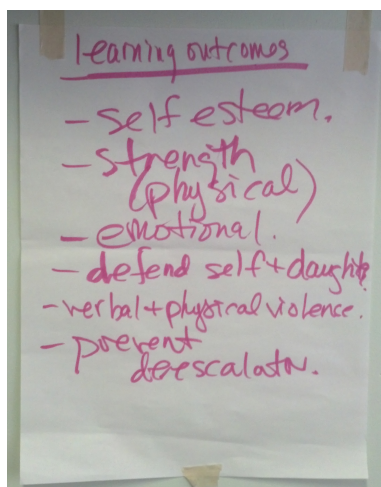
2. Each day before the Pilot Inquiry began, I reinforced the importance of an affirmative environment with positive feedback.

3. On day one, we introduced ourselves to the group. I began with myself, the Pilot Inquiry background, intent, and desired outcome of Freedom of Voice. Also, I presented the Freedom Journals to the five women as gifts and explained its significance by reading the message that is handwritten into each one –



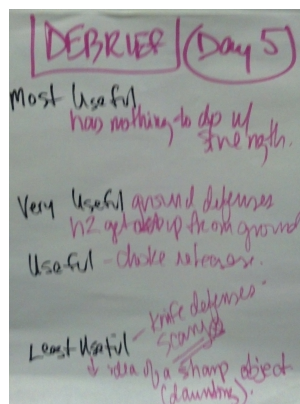
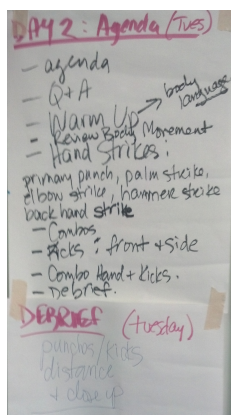
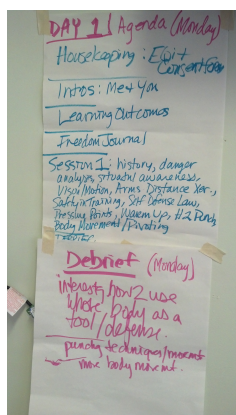
The Freedom Journals teach Visionary Thinking with the Affective Skill of Dreaming and is a private journey that begins on day one and hopefully, continues long after I have left.

We also had a facilitated discussion on the group's key takeaways –



LEARNING OUTCOMES: The Freedom Journals continue to be very powerful as just the idea of allowing oneself to dream again was transcending for some of these women. Self-esteem and physical and emotional strength were mentioned in the group's learning outcomes, which speak to the competencies of Self-Regard and Assertiveness. There is also mention of how to better handle triggers by their abusers so de-escalation is not even necessary. This speaks directly to the Freedom Plan of Action (see Addendum I) that was specifically created for this very purpose. Several key developmental components of the future Impact Study were validated.

4. Each day we reviewed the Agenda with the day's activities and then closed down the day with a short 5-minute Debrief on what was found most helpful –

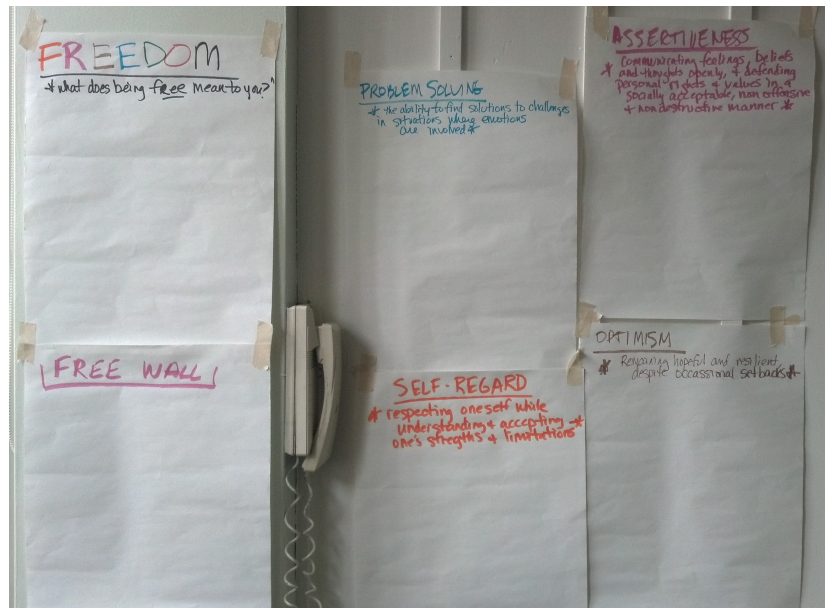


LEARNING OUTCOMES: Throughout the week I wanted to reinforce that what I taught was knowledge. When I first advised the women that the Pilot Inquiry had nothing to do with physical strength and everything to do with strength of mind, they thought it was a cool concept, but were definitely skeptical – after all, I was teaching them how to protect themselves and that usually meant being physically strong and fit. On the final day, with just Shumi left from the group of five on the first day, I began my debrief and asked her, *“With everything that you have learned this week, what was the most important thing you are walking away with?”* Shumi’s answer solidified my resolve with the Pilot Inquiry and future Freedom Impact Study as she said, *“That protecting myself has nothing to do with strength and everything to do with knowledge.”*

5. On the second day, I framed the 14x10 room with informational flyers –



I also introduced the four competencies that I thought were important to break the generational cycle of domestic abuse and asked Shumi to think about what these competencies meant to her, as well as her definition of freedom. I advised that throughout the week to feel free to add whatever thoughts she and the other ladies had on the flip charts –

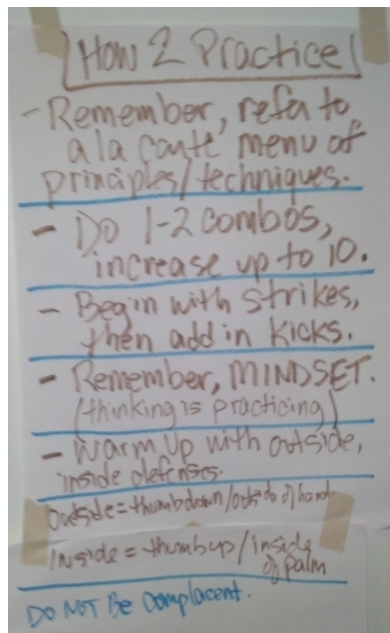


LEARNING OUTCOMES: The group had a tremendous day one and seemed to really enjoy themselves with all the activities, however, on day two, only one woman (Shumi) showed up and committed to finishing the rest of the week. I still do not know why and would only be guessing as to the reasons. Whilst it was disappointing, it was also exciting to be able to intensely teach and focus on just Shumi. Also, the request to have the women think about the four competencies and the definition of Freedom was not well received or engaged in by anyone. In the future, this will be replaced with the EI Composite Sort Tool still under development.

6. Each day included PKM activities as contained in the Freedom Impact Study chart on p. 41 herein. On days two through five there was a brief Question and Answer session as well as four scheduled facilitated discussions.

LEARNING OUTCOMES: Because only 15 hours were executed from the 20-hour (5-day) Pilot Inquiry, the PKM pistol defenses were not taught and casual discussions were had instead of formal facilitated discussions.

7. The final day included a short discussion on how to continue practicing –



as well as having Shumi complete the Visionary exercise using the Cartoon Storyboard (see Appendix P) –



Additionally, I gave out Freedom Tags and a Certificate of Completion –



LEARNING OUTCOMES: The final day was magical and bittersweet. Having to leave Shumi after five days of training her was difficult for us both. The importance of reviewing how to continue practicing was realized. The Freedom Tags were profound even though they seem a simple gift. The Visionary exercise had a significant affect on Shumi as it put her life in focus and gave her an objective to work toward. It was also in this exercise that Shumi advised me that she wanted to help me with the future of the Freedom Impact Study by becoming a certified Pure Krav Maga instructor. It was in this moment that Freedom Global took seed. The Certificate of Completion also was a strong component that was not initially included, but Shumi requested it as it gave her a sense of confidence and accomplishment, as well as who she had yet to become. Those final moments when Shumi and I said our temporary farewell are still hard to explain as we struck a bond that remains soulfully strong still today.

Objective 4.

Connect the NAADV with my PKM colleague Khurram Shaikh for continued, ongoing training sessions for the women

The connection between Jane Ishmael at NAADV and my PKM colleague Khurram Shaikh was made and Mr. Shaikh continues to train Shumi with the hope of teaching more women at the NAADV with Shumi's assistance in the very near future.

C. EQi 2.0 Results

I waited until my master's project was completely finished before looking at the EQi 2.0 results from the five respondents who completed the assessment on day one of the Pilot Inquiry. I did this so the results would not influence the integrity (either negatively or positively) of this master's project and have only just reviewed them today (20 april 2013). Two of the five respondents failed to answer all 133 questions, thus, making them unusable. As I analyzed the data scores (see Addendum Q), I became very emotional. The results supported my contention that problem solving was lacking. Even with one overall Emotional Intelligence (EI) score of 117 (normed average is between 90-110), there remained the lowest score of 88 in problem solving.

The three respondents' scores in problem solving were 65, 88, and 77.

Regarding the other competencies of Self-Regard, Assertiveness, and Optimism, the scores varied between the three respondents –

1. Self-Regard: 94, 119, 75
2. Assertiveness: 113, 100, 89
3. Optimism: 110, 120, 91

Because of this variance, I will continue to look at these three competencies as drivers in a domestically abused woman's life toward breaking the generational cycle of domestic abuse.

An interesting finding was the normed to higher scores in the Interpersonal Composite (119, 106, 107). This confirmed for me that women in abusive relationships are masters of disguise and de-escalation – sort of like intra-mentors. I do think however, that as women understand themselves better that they will demand emotionally healthy relationships with a greater breadth of understanding to its significance; thereby, reflecting a more authentic Self.

When I initially reviewed Respondent 10152012-02 scores reflecting an overall EI score of 117, at first I thought, *“Darn! This woman has pretty good EI aside from her problem-solving skills!”* Then I realized this woman was reflecting me, and it brought me back to my first course in Creative Studies when I learned about the deliberate process called Creative Problem Solving (CPS), which changed my life. It made me realize once again that even the strong-minded, strong-hearted, and strong-willed can feel trapped and that problem solving is crucial to effecting positive change and transcending a woman into an emotionally healthy Self.

The results from Shumi taking the EQi pre- and post-Pilot Inquiry were astounding to me. Whilst I am highly aware of the influence Applied Creativity combined with learning Pure Krav Maga can have on a person, it still needed to be validated for the Freedom Impact Study to move forward. I am so proud of Shumi's courage to openly discuss her results so others may join in our resolve. Shumi's overall EI was 86 (pre) and 103 (post) – that is 17 points higher in just five days! Her scores in the four competencies are as follows:

1. Self-Regard: 75 (pre) and 83 (post) – 8 points higher
2. Assertiveness: 89 (pre) and 107 (post) – 18 points higher
3. Problem Solving: 77 (pre) and 89 (post) – 12 points higher
4. Optimism: 91 (pre) and 94 (post) – 3 points higher

One week after completing the Freedom Impact Study and throughout the following months of corresponding, some of the things Shumi wrote to me were: *“I feel I have purpose now,” “I believe in my abilities and my drive and my passion for life,”* and *“I am ready... for life.”*

Six-Month Re-Test on Respondent 03 (Shumi):

I asked Shumi to retake the EQi to check on her progress, which she complied. What I found was not surprising – some of her scores had fluctuated higher and lower; however, I was looking at two scales in particular: Self-Regard and Problem-Solving, along with her Happiness well-being score. Whilst Shumi's overall EI decreased 8 points to a 95, her Self-Regard increased 18 points

and her Problem-Solving increased 7 more points to a 96. Also, her Happiness score increased by 11 more points to 92. Yes, her Assertiveness dropped drastically from 107 to 67; however, I found that to be expected as Shumi is still testing the waters and cautiously moving her life forward. As for her Optimism slightly decreasing, I have no doubt that will increase over time and her life becomes more and more stable.

The fluctuation in the overall EI score re-affirms for me the importance of Freedom Global as these women will continue supporting and guiding those, like Shumi, who pass through the Freedom Impact Study.

Freedom Global: The Sustainable Arm

Prior to leaving for my 15-day trip to London, I experienced a great sense of anxiety as previously mentioned. However, what I did not mention before was a feeling that there was something more to be realized – that there was a hidden purpose yet to be revealed. Anyone who knows me, knows that I do not like the unknown, as it makes me extremely anxious and edgy. I kept searching for this hidden purpose and came face-to-face with it on day two of the Pilot Inquiry when only Shumi showed up to complete the program.

When only one woman came back to finish the program, I was forced to re-evaluate the Freedom Impact Study and think about its sustainability, effectiveness, and efficiency; and, I did NOT like what I saw. I went from 10 women down to one woman, which forced me to accept that I could not do this program as a future Impact Study alone or as an outsider even though I was a woman who had come from a shared life experience of domestic abuse... I would need others (insiders) to help. I cannot tell you how difficult this process was for me in such a short length of time. Plus, on day five, Shumi shared with me her vision of helping with future Freedom Impact Studies and wanted to become certified as a Pure Krav Maga Instructor.

So, on the plane trip home on Saturday (20 oct 2012), I developed a strategy that needs



further development and funding –

Freedom Global: 10 Women. 10

Countries. 10 Days. I will bring 10

women from 10 different countries to

Buffalo, New York for 10 days of intensive

certification training in Applied Creativity

and Pure Krav Maga, and teach them how

to execute the Freedom Impact Study with

Freedom Model in each of their respective

countries. This has become the sustainable

arm of the Freedom Impact Study with Freedom Model and answers my challenge of language, cultural, and religious barriers. I will however, continue to administer the EQi via electronic and/or paper and pencil method and gather data to support or de-support my two-fold hypothesis.

Proposed Next Steps

There are many next steps to accomplish in order to execute, manage, and sustain this Global Longitudinal Empirical Research. However, over the next 6 months my biggest challenge will be securing funding for both the Freedom Impact Study and Freedom Global. The cost I keep coming up with is \$5000 (USD) per Domestic Violence organization, and per woman to come here to get trained via Freedom Global. I will also need to hone my grant writing skills and align with an expert in this field.

These are immediate tasks as I am looking to execute the first Freedom Global training session in Fall 2013 and will begin offering the Freedom Impact Study globally to domestic

violence organizations, advocates, and private citizens. This will coincide with developing the EI Composite Sort Tool.

In order to secure funding for both programs, I will execute a Stakeholder's Analysis to locate and secure funders to cover the \$5000 (USD) per agency cost for the Freedom Impact Study and \$5000 (USD) per woman cost for Freedom Global.

I want to incorporate Foursight into the Freedom Global training process and will look at ways to have this measure work in tandem with the Freedom Plan of Action (see Addendum I).

The global longitudinal management of the Freedom Impact Study needs a concentrated strategy – one that will begin June 2013. In order to support or de-support the second part of my hypothesis (breaking the generational cycle of domestic abuse by increasing learned behaviors in the four skills of Problem-Solving, Self-Regard, Assertiveness, and Optimism), I will need to keep track of women who pass through the Freedom Impact Study for 20 years.

In Continuum

There is no end to this master's project – only ever-increasing passion and good old-fashioned perseverance to move my life optimistically forward with the creative sciences supporting my mission *to effect positive world change, one person at a time*; thus, driving the Freedom Impact Study with Freedom Model and Freedom Global into realization.

Last Remark

I was reminded recently about my emotional fragility. It brought me back to December 2008 where, for a moment, I felt trapped and helpless wondering *why*. I was told I was loud and had I known just how loud I really was? I felt my emotional Self retreat with a protective wall, and I became unusually quiet, reserve. It took me a few days of reflection to understand my

reaction – especially since this comment was not meant to be a negative, but rather a wonderfully embraced attribute in the form of my energy and zest for life.

But this was an unexpected trigger because my loudness and opinion had previously been associated with negative comments such as: *“Just keep your mouth shut;” “I wish I could take my fist and shove it into your trap, down your throat til you choke;”* and, *“You just don’t know when to keep your pie hole shut do ya?”*

Indeed, I have come full circle since walking into my first graduate class in January 2009. As my response to those three statements today, is a resounding: **“No, I will never keep my mouth closed again in the face of cruelty, violence, emotionally harmful words or circumstances again. I will forever stand straight, eyes forward, and walk onward with His guidance and strength of mind, body and authentic Self – as I have finally found my freedom of voice.”**

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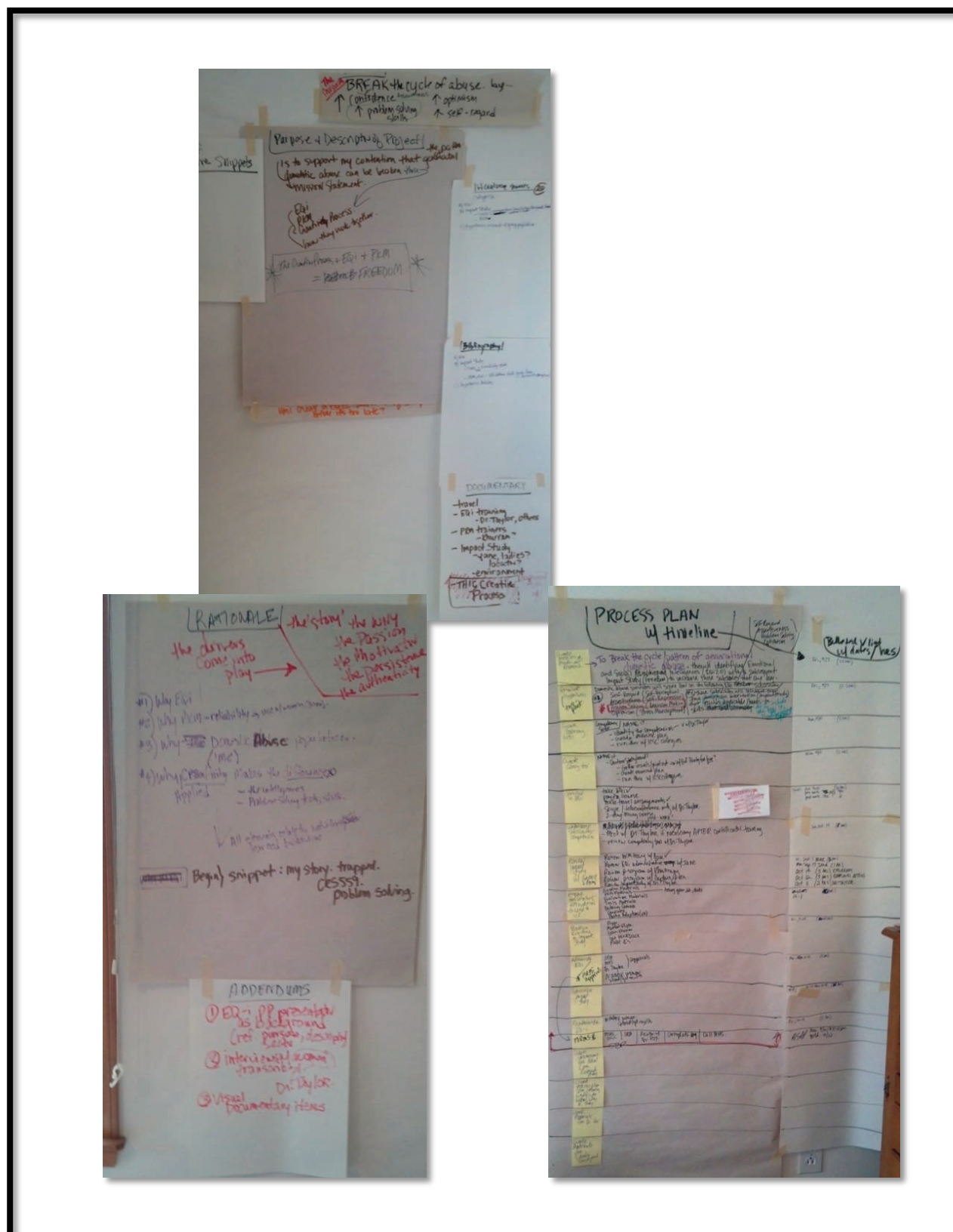
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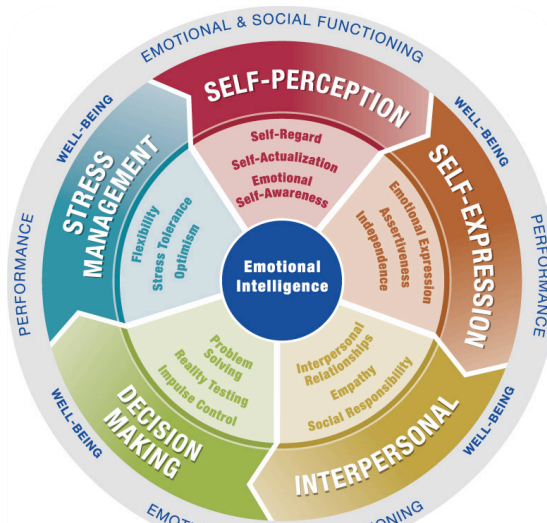
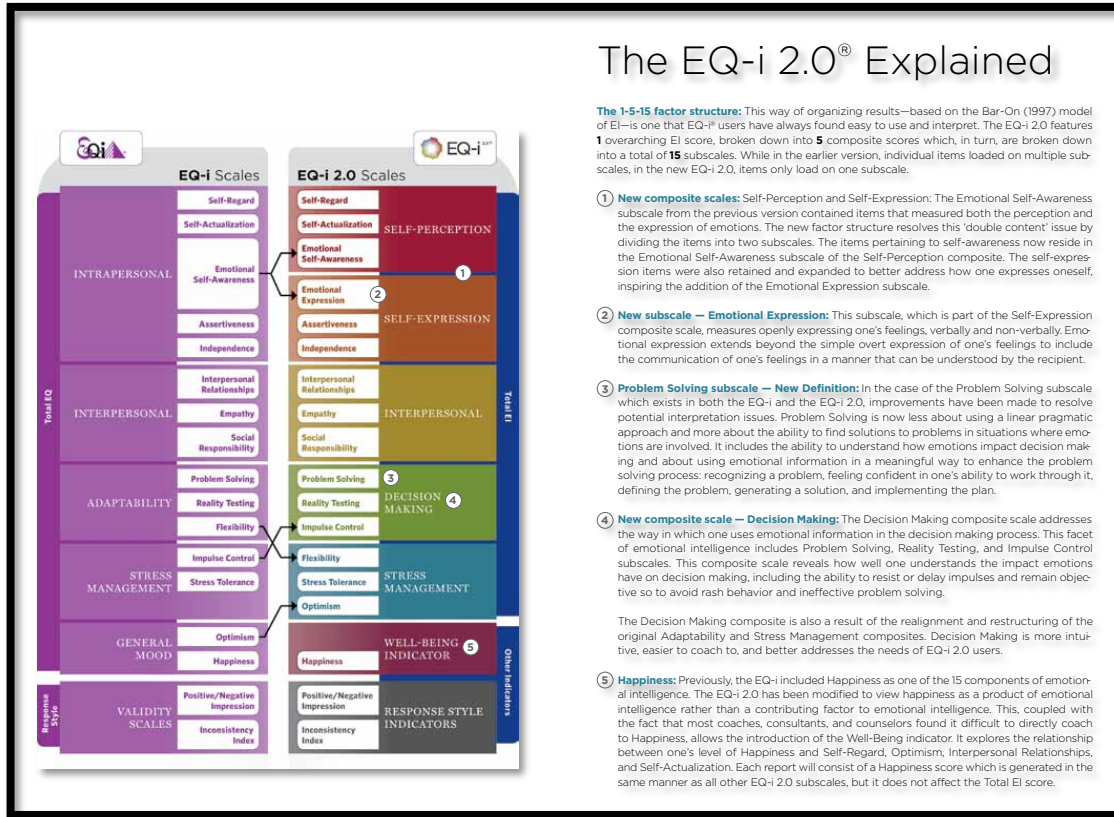
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Appendix B: EQ-i 2.0 Model



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Appendix C: EQi 2.0 Certificates



AFFIRMATIVE ENVIRONMENT/CLIMATE

CPS and the Cognitive Thinking & Affective Skills*							
CPS Step	Assessing the Situation ^A	Exploring the Vision ^B	Formulating Challenges ^C	Exploring Ideas ^D	Formulating Solutions ^E	Exploring Acceptance ^F	Formulating A Plan ^G
Purpose	To describe & identify relevant data & to determine the next step.	To develop a vision of a desired outcome.	To generate novel ideas that address important challenges.	To describe & identify relevant data & to determine the next step.	To move from ideas to solutions.	To increase the likelihood of success.	To develop an implementation plan.
Thinking Skills	Diagnostic Thinking¹ Carefully examining a situation, describing the nature of a challenge, & making decisions about appropriate process steps to be taken.	Visionary Thinking² Articulating a vivid image of what you want to create.	Strategic Thinking³ Identifying critical issues that must be addressed & the pathways needed to move toward the desired future.	Ideational Thinking⁴ Producing original mental images & thoughts that respond to important challenges.	Evaluative Thinking⁵ Assessing the reasonableness & quality of ideas in order to develop workable solutions.	Contextual Thinking⁶ Understanding the underlying conditions & circumstances that will support or hinder success.	Tactical Thinking⁷ Devising a plan that includes specific & measurable steps for attaining a desired outcome & methods for monitoring its effectiveness.
Affective Skills	Mindfulness¹¹ Attending to thoughts, feelings, & sensations relative to the present situation.	Dreaming²¹ To imagine as possible your desires and hopes.	Sensing Gaps³¹ To become consciously aware of discrepancies between what currently exists & is desired or required.	Playfulness⁴¹ Freely toying with ideas.	Avoiding Premature Closure⁵¹ Resisting the urge to push for a decision.	Sensitivity to Environment⁶¹ The degree to which people are aware of their physical & psychological surroundings.	Tolerance for Risks⁷¹ Not allowing yourself to be shaken or unnerved by the possibility of failure or setbacks.

*Adapted from *Creative Leadership: Skills that Drive Change* by Puccio, Mance, & Murdock, pages 71 & 73 (2011)

Appendix F: Domestic Violence Fact Sheet



DOMESTIC VIOLENCE FACTS

WHY IT MATTERS

Domestic violence is the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior perpetrated by an intimate partner against another. It is an epidemic affecting individuals in every community, regardless of age, economic status, race, religion, nationality or educational background. Violence against women is often accompanied by emotionally abusive and controlling behavior, and thus is part of a systematic pattern of dominance and control. Domestic violence results in physical injury, psychological trauma, and sometimes death. The consequences of domestic violence can cross generations and truly last a lifetime.

DID YOU KNOW?

- ◇ **One in every four women** will experience domestic violence in her lifetime.¹
- ◇ An estimated **1.3 million women** are victims of physical assault by an intimate partner each year.²
 - ◇ 85% of domestic violence victims are women.³
- ◇ Historically, females have been most often victimized by **someone they knew**.⁴
- ◇ Females who are **20-24 years of age** are at the greatest risk of nonfatal intimate partner violence.⁵
 - ◇ Most cases of domestic violence are never reported to the police.⁶

CHILDREN WHO WITNESS

- Witnessing violence between one's parents or caretakers is the strongest risk factor of transmitting violent behavior from one generation to the next.⁷
- Boys who witness domestic violence are **twice as likely** to abuse their own partners and children when they become adults.⁸
- 30% to 60% of perpetrators of intimate partner violence also abuse children in the household.⁹

HOMICIDE AND INJURY

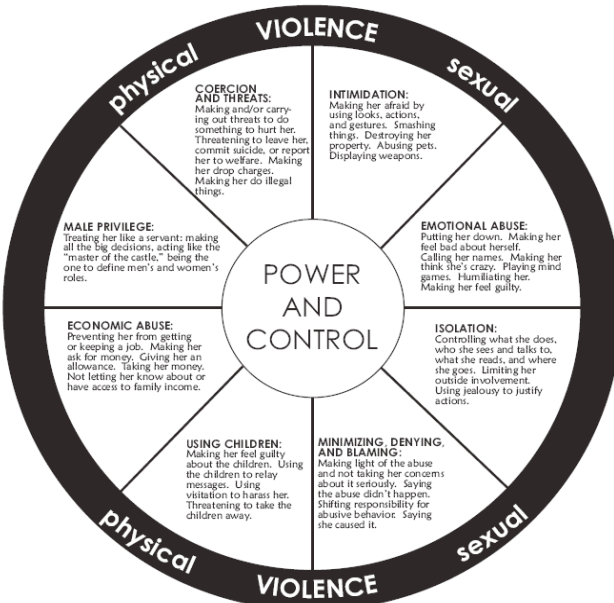
- ⇒ Almost **one-third of female homicide victims** that are reported in police records are killed by an intimate partner.¹⁴
- ⇒ In 70-80% of intimate partner homicides, no matter which partner was killed, the man physically abused the woman before the murder.¹²
- ⇒ **Less than one-fifth** of victims reporting an injury from intimate partner violence sought medical treatment following the injury.¹⁵
- ⇒ Intimate partner violence results in more than **18.5 million mental health care visits** each year.¹⁶

SEXUAL ASSAULT AND STALKING

- ≈ **One in 6 women and 1 in 33 men** have experienced an attempted or completed rape.¹⁰
- ≈ Nearly **7.8 million women** have been raped by an intimate partner at some point in their lives.¹¹
- ≈ Sexual assault or forced sex occurs in approximately **40-45%** of battering relationships.¹²
- ≈ **1 in 12 women and 1 in 45 men** have been stalked in their lifetime.¹³
- ≈ **81%** of women stalked by a current or former intimate partner are also physically assaulted by that partner; **31%** are also sexually assaulted by that partner.¹³

ECONOMIC IMPACT

- √ The cost of intimate partner violence **exceeds \$5.8 billion each year**, \$4.1 billion of which is for direct medical and mental health services.¹⁷
- √ Victims of intimate partner violence **lost almost 8 million days of paid work** because of the violence perpetrated against them by current or former husbands, boyfriends and dates. This loss is the equivalent of more than **32,000 full-time jobs** and almost **5.6 million days of household productivity** as a result of violence.¹⁷
- √ There are **16,800 homicides and \$2.2 million (medically treated) injuries** due to intimate partner violence annually, which costs \$37 billion.¹⁸



REPORTING RATES

* Domestic violence is one of the most chronically underreported crimes.²⁰

* Only approximately one-quarter of all physical assaults, one-fifth of all rapes, and one-half of all stalkings perpetrated against females by intimate partners are reported to the police.¹

PROTECTION ORDERS

* Approximately 20% of the 1.5 million people who experience intimate partner violence annually obtain civil protection orders.¹

* Approximately one-half of the orders obtained by women against intimate partners who physically assaulted them were violated.¹ More than two-thirds of the restraining orders against intimate partners who raped or stalked the victim were violated.

STATE DOMESTIC VIOLENCE LAWS

- States differ on the type of relationship that qualifies under domestic violence laws.
- Most states require the perpetrator and victim to be current or former spouses, living together, or have a child in common.
- A significant number of states include current or former dating relationships in domestic violence laws.
- Delaware, Montana and South Carolina specifically exclude same-sex relationships in their domestic violence laws.

To find more information on the domestic violence laws in your state, visit www.womenslaw.org.

IF YOU NEED HELP

For more information or to get help, please call:

THE NATIONAL DOMESTIC VIOLENCE HOTLINE at 1-800-799-7233

THE NATIONAL SEXUAL ASSAULT HOTLINE AT 1-800-656-4673

THE NATIONAL TEEN DATING ABUSE HOTLINE AT 1-866-331-9474

SOURCES

7/07

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For more information, please visit our website at www.ncadv.org.

NATIONAL COALITION AGAINST DOMESTIC VIOLENCE



The Public Policy Office of the National Coalition Against Domestic Violence (NCADV) is a national leader in the effort to create and influence Federal legislation that positively affects the lives of domestic violence victims and children. We work closely with advocates at the local, state and national level to identify the issues facing domestic violence victims, their children and the people who serve them and to develop a legislative agenda to address these issues. NCADV welcomes you to join us in our effort to end domestic violence.

Appendix G: PKM Pressure Points

PRESSURE POINTSBOAZ AVIRAM
accessible in a split second -

HAIR – BACK/FRONT/SIDE



smash head

HEAD – TOP



smash head, strike face

EYES – EDGE



cut, bleed, blurry vision

EYES – BOTH THUMBS, HANDS



pain

TEMPLES – HAMMER, PUNCH



concussion, hemorrhage

EARS – CUP HANDS, BITE, YELL



pain, rupture eardrums

NOSE



pain, gain time

NASAL BRIDGE



pain, disorientation

TEETH, MOUTH



pain, headache, gain time

CHIN



concussion, gain time

JAW – CLOSED/OPEN



concussion, dislocation

THROAT – PUNCH, FINGER



break windpipe, discomfort, death

SIDE OF NECK, CAROTID ARTERY



dizziness, unconsciousness

CLAVICLE HOLLOW



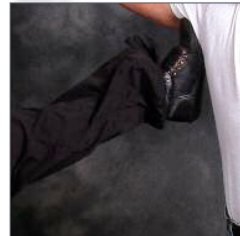
fracture, pain, lack of mobility

BACK OF NECK



concussion, broken neck (paralysis, death)

ARMPIT



pain, temporary paralysis



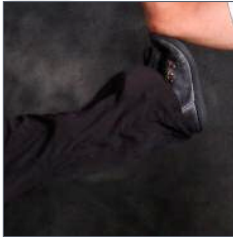
Material adapted from Krav Maga - Use of the Human Body as a Weapon Philosophy and Application of Hand to Hand Fighting Training System (2009) by Boaz Aviram. Photos © KICKPICS LLC

PRESSURE POINTS

BOAZ AVIRAM

- this is your window of opportunity.

ELBOWS



knife release, pain

STERNUM



stunning, gain time

CHEST PECTORALS



severe pain, stunning

CELIAC PLEXUS



pain, loss of breath, unconsciousness

FLOATING RIBS



fracture (injury to liver, lung)

STOMACH, WAIST, HIPS



shock, internal bleeding

KIDNEYS



shock, pain, internal injury

GROIN – FRONT KICK/S LAP



stunning, pain, shock, unconsciousness

COCCYX BONE



falling, pain, broken bone

THIGHS



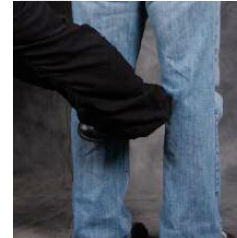
pain, gain time

KNEE



pain, immobility

CALVES



falling

SHIN



great pain, lessen attacker's grip

ACHILLES TENDON



pain, falling

TOP OF FOOT



fracture bones, pain, limit mobility

FINGERS

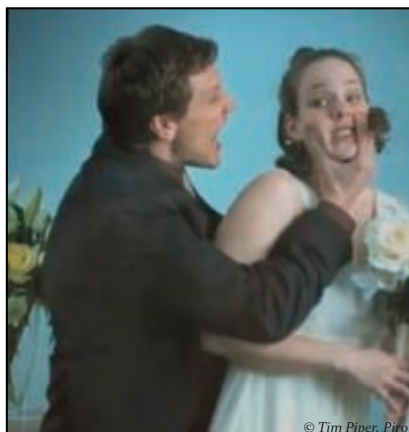


break, pain, release attacker's grip



Material adapted from Krav Maga - Use of the Human Body as a Weapon Philosophy and Application of Hand to Hand Fighting Training System (2009) by Boaz Aviram. Photos © KICKPICS LLC

Appendix H: Donation Flyer

FIGHT DOMESTIC VIOLENCE -

© Tim Piper, Pro

360-7-365

Every 15 seconds a woman in America is beaten by her intimate partner. That's 360 every day.

360-7-365.

Pure Krav Maga-Buffalo / The Chain of Defense™ needs your help. As part of our Purposeful Community Commitment, we are teaching 15 women self-defense. These women and their children have walked away with nothing but the clothes on their back - into a high security shelter in Western New York - where they are getting educated and counseled in preparation for re-entry into society - with the hopes of leading a safe, productive and financially

independent life. Some will fall back to their old patterns. But some, will move their life forward. And some of those women who left, will be found and beat to death for having the courage to leave.

Women who leave their batterers are at a **75% greater risk** of severe injury or death than those who stay. Either choice, they need to know how to protect themselves and their children.

We are looking for 10 focus mitts (hand targets) and 5 kicking shield targets. These can be used and ready for the garbage. We will make good use of them. It is imperative that these women continue their training in our absence - having some training gear can help with that. If anyone has some old targets they don't want anymore, these women could use them. These targets will be left at the women's shelter to be used by additional women who make the journey through the shelter in the future.

The donation is tax deductible and a confirming letter from the shelter will be provided. Help us SMASH that 360-7-365 statistical clock. Contact Pure Krav Maga Instructor Kathysue Dorey Pohrte today at pkmbuffalo@roadrunner.com with your donation.

PURE
KRAV MAGA
SELF DEFENSE MASTERY™
BUFFALO
END VIOLENCE
www.chainofdefense.com

Appendix I: Freedom Plan of Action and Incident Log

Plan of Action

The Freedom POA is perhaps, the most important tool of all. This is an individual self-protection POA – created specifically to an individual's needs and it is a defense readiness plan based on a DefCon Principle developed exclusively by PKM Buffalo / The Chain of Defense™ which includes four stages: DEFER, DEFUSE, DETER, and DEFEND.

First, the Challenge (and ultimately, there may be several) has to be identified by asking one's self questions in order to get to the core challenge(s). For example:

I am in a domestic violence situation. My husband beats me.

The challenge isn't the *situation* - it is the *effect* of that situation (the beating).

Once a challenge is identified, TRIGGERS of that challenge are identified by asking: When does this happen? Why does this happen? A list of several triggers are made:

*When he's drunk. Because he hates his job.
Whenever he and my daughter get in an argument.*

Once triggers are identified, we move to DEFER.

In the **Defer Stage** the objective is to stop the trigger(s) that is causing the incident to escalate. By understanding what the triggers are there may be opportunity to stop them quickly. This stage asks: *Can you stop the trigger(s)? If yes, how?* And if not, go to DEFUSE.

In the **Defuse Stage** the objective is to de-escalate or lessen the behavior that is becoming more dangerous. It is also a reminder for the potential victim to stay calm in order to think objectively about the situation at hand. This stage asks: *Can you modify, lessen, or calm yourself and/or your abuser down? If yes, how?* If not, go to DETER.

In the **Deter Stage** the objective is to remove yourself from the situation as quickly and calmly as possible as it has escalated beyond being defused. This stage asks: *Can you get away? If yes, how?* If not, go to DEFEND.

In the **Defend Stage** the objective is to analyse the level of imminent danger immediately with a decision on how, and to what level, to protect yourself. This stage asks: *Can you protect yourself? If yes, how?* And if you cannot defend yourself for whatever reason, remember that sometimes submission is still a viable choice, but only as a last resort. It is also important to note that sometimes, your only defense will be death.

The solutions to these questions can be openly addressed in our group discussion, or they can be privately discussed with your counselors. Either way, a POA must be developed and continually reviewed for possible updates and revisions to what worked and what didn't work. We strongly suggest that Emergency Contact Numbers be placed on the POA, in addition to the name and speed dial number of a confidential Safety Buddy (preferably choose a nickname) who will also be given a copy of your POA to review with you and check to make sure you are adhering to the POA.

Freedom POA

THE CHALLENGE:

(what is it that you are facing, i.e., I am being sexually assaulted by my father; I have to walk home from work late at night by myself; my husband beats me)

the DEFCON Principle

TRIGGERS When does this happen? Why does this happen?	DEFER Can you stop the trigger? If yes, how? If not, go to DEFUSE	DEFUSE Can you modify, lessen, or calm yourself and/or abuser down? If yes, how? If not, go to DETER.	DETER Can you get away? If yes, how? If not, go to DEFEND.	DEFEND Can you protect yourself? If yes, how? If not, submission is still a choice.

EMERGENCY CONTACT #'s _____

SAFETY BUDDY NAME _____

SPEED DIAL # _____

Copy of POA to Safety Buddy: Y _____ N _____

Freedom Incident Log

Name: _____ Address: _____ Phone: _____

MEDICAL INFORMATION: Allergies _____ No _____ Yes, please describe _____

Insurance Id# _____ Insurance Company: _____

INCIDENT	DATE/TIME	DefCon STAGE/RESULT	POLICE CALLED/RESULT	NAME-BADGE #	MEDICAL ACTION

EMERGENCY CONTACT #'s _____

SAFETY BUDDY NAME _____

SPEED DIAL # _____

Copy of IL to Safety Buddy: Y _____ N _____

Appendix J: PKM Curriculum

PURE KRAV MAGA* CURRICULUM**DAY 1**

TOPIC, TECHNIQUES	PAGE	TIME
Krav Maga History	9-44	1.25
Danger Analysis	45-46	
Reaction Time	46-49	
Vision, Motion / Arms Distance Exercise	49-52	
Safety in Training	52	
Self Defense Protection & the Law	52-54	
Pressure Points (get in pairs)	54-67	
WARM UP	67-74	.25
Primary Striking Punch	75-79	.75
Primary Striking Punch with Lunge		
Counter Punch		
COMBO DRILL		
Principles of Movement	79-82	.50
PUNCHING DRILL		
Front Hand Low Attack Punch & Low Defensive Punch	82-83	2.00
Rear Hand Low Attack Punch & Low Defensive Punch	83-84	
Backhand Strike, Roundhouse Punches, Roundhouse Elbow	84-89	
Upper Cut, Elbow Strikes	90-92	
Hammer Strike, Palm Strike, Groin Slap	-----	
Rear Hand & Front Hand Knife Hand Strikes	92-94	
LUNCH		1.00
WARM UP		.25
COMBO DRILLS		.50
Kicks Intro	94	2.00
Front, Side and Knee Kicks / Head Butts	94-99	
Back and Round Kicks	296-303	
Outside & Inside Slap Kick / Jumping Kicks	303-309	
Sheering Kicks	311-314	
COMBO DRILLS with Kicks and Punches		.25
Debrief / Prepare for Day 2		
TOTAL FOR DAY WITH LUNCH		8.75

*Adapted from KRAV MAGA: USE OF THE HUMAN BODY AS A WEAPON PHILOSOPHY
AND APPLICATION OF HAND TO HAND FIGHTING TRAINING SYSTEM (2009) by Boaz Aviram.

PKM* CURRICULUM - CONTINUED

DAY 2

Share Back

TOPIC, TECHNIQUES	PAGE	TIME
WARM UP		.50
Outside Hand Defenses Intro	105-108	1.00
Outside Defenses vs Strikes and Punches	108-110	
Inside Hand Defenses Intro	110-112	1.00
Inside Defenses vs Strikes and Punches	112-114	
Defenses vs Kicks	115-116	1.00
Inside Hand Defenses vs Kicks	117-121	
Outside Hand Defenses vs Kicks	121-123	
Toreador Pass	123	
FIGHTING DRILLS		.50
Tactical Consideration in Strikes and Kicks used in Attack and Defense. Reaction Time.	124-126	.25
How to Practice Defense and Counter Attack Responsibly		
LUNCH		1.00
WARM UP		.25
Close Range Scenarios Intro	127-128	2.00
Releases from Rear and Front Grabs	128-133	
Releases from Front, Rear, Side Chokes, Wire/Rope Chokes	133-140	
Defense vs Knife Threat to Neck	140-142	
Releases from Head Locks	142-148	
Release from Head Lock from Side	146-147	
Release from Head Hold from Side	148-149	
COMBO DRILLS		.50
Debrief / Prepare for Day 3		.25
TOTAL FOR DAY WITH LUNCH		8.25

*Adapted from KRAV MAGA: USE OF THE HUMAN BODY AS A WEAPON PHILOSOPHY
AND APPLICATION OF HAND TO HAND FIGHTING TRAINING SYSTEM (2009) by Boaz Aviram.

PKM* CURRICULUM - CONTINUED**DAY 3***Share Back*

TOPIC, TECHNIQUES	PAGE	TIME
WARM UP		.50
Leg Trips and Hip Throws	154-158	1.00
Release from Neck Hold from Front	148-150	
Release from Front, Back and Side Hair Pulls	150-152	
Release from Shirt Holds	152-154	
Release from Nelson Hold, Hand Grabs	158-159	1.00
Mouth Cover with Wrist Grab and other Wrist Grabs	159-163	
The Cavalier	163-164	
Arm Wrestling & Redirection of Opponent's Force Exercises	164-168	
Ground Defenses Intro	169	2.00
Back Falling (with Front Kick and Scissor Kick)	169-172	
Side Falling	172-174	
Forward Break Fall	174	
Forward Rollover	175-179	
Side Rollover	179-180	
Backward Rollover	181-182	
Tactical Uses (DRILLS) of Falling and Rollovers	180-181	.25
LUNCH		1.00
WARM UP		.25
Ground Defense vs Attacker Sitting on Top Striking Face	182-183	1.50
Ground Defense vs Attacker on Top Choking	183-184	
Ground Defense vs Attacker on Side Choking	184-185	
Releases from Hands Pinned on Ground	185-186	
Release from Attacker on Top w/Torso Leaning Forward	186-187	
Choking		
Release from Judo Headlock	187-188	
Releases from Head Hold and Choke from Sitting Position	188-190	
Club and Chain Intro	192-194	1.00
Defense vs Club using a Club	194-197	
Attacking Opponent Armed with a Club	197-198	
Defenses vs Club with Bare Hands	198-202	
Defense vs Chain Attack	202-203	
COMBO DRILLS		.50
Debrief / Prepare for Day 4		.25
TOTAL FOR DAY WITH LUNCH		9.25

*Adapted from KRAV MAGA: USE OF THE HUMAN BODY AS A WEAPON PHILOSOPHY
AND APPLICATION OF HAND TO HAND FIGHTING TRAINING SYSTEM (2009) by Boaz Aviram.

PKM* CURRICULUM - CONTINUED

DAY 4

Share Back

TOPIC, TECHNIQUES	PAGE	TIME
WARM UP		.50
Knife Intro	204-205	1.50
4 Knife Attacks:	205-209	
• top down/underhand/straight stab/inside, outside slashing		
Defenses vs Knife Attacks using Kicks	209-218	
Defense vs Knife Attack with Low Side Kick	218-219	
Defense vs Knife Attack with Distraction and Kick	219-220	
Defenses vs Knife Attacks with Bare Hands:	220	1.50
• Top Down/from front	220-221	
• Bottom/instinctive	222	
• Bottom/move left	222-224	
• Side with Low Stab to Ribs	224-226	
• Bottom/move center	226-227	
• Front Straight/inside defense	227-229	
• Front Straight Low/inside defense	229-231	
Defender Blocks w/Right Arm while Attacker Stabs with Right Arm	231-232	
Slash/instinctive and body back lean	233-234	
Defenses vs Top Down, Underhand, Straight Stab Attacks	234-238	
Defense with Handy Object vs Slashing Knife Attack	238-239	
KNIFE FIGHTING	240-242	.25
LUNCH		1.00
WARM UP		.25
Pistol Intro	245-246	1.50
Defense vs Pistol pointed to Chest, Head, Forehead, Side, Back, Back of Head, Temple	246-256	
Defense vs Head Hold with Pistol Threat	256-257	
Defense vs Gun Pointed to Head (Front & Rear) while Sitting	257-260	
Special Applications. Defensive Uses of Assault Rifle	264-272	.50
Defenses vs Assault Rifle		
Body Leads 1,2,3,4	274-287	.75
Defenses vs Multiple Opponents	315-317	.50
FIGHTING GAMES		.25
Advanced Training: Training Suggestions and Techniques	318-323	.25
Debrief		.25
TOTAL FOR DAY WITH LUNCH		8.25

*Adapted from KRAV MAGA: USE OF THE HUMAN BODY AS A WEAPON PHILOSOPHY AND APPLICATION OF HAND TO HAND FIGHTING TRAINING SYSTEM (2009) by Boaz Aviram.

Appendix K: PKM Instructor Certificate



Appendix L: Freedom Pilot Inquiry

OUR MISSION

"I just want a fighting chance."

"I don't want to be a target anymore."

"I want to feel empowered."

"I want to protect my children."

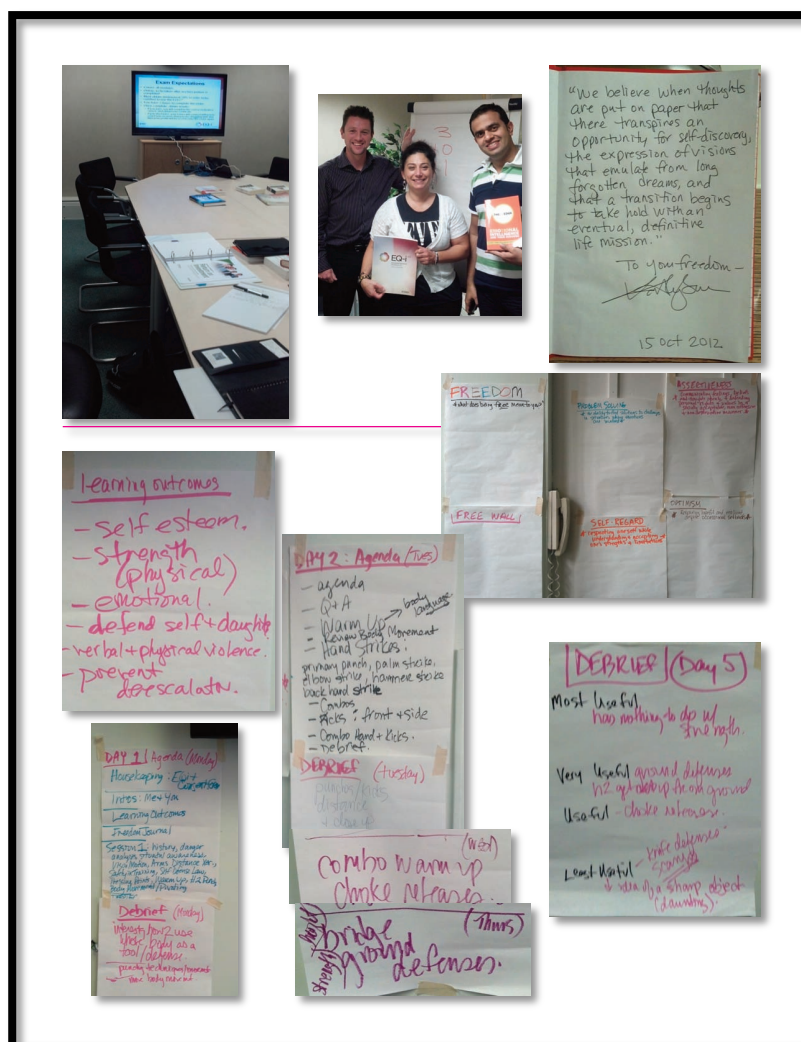
"I want my VOICE back!"

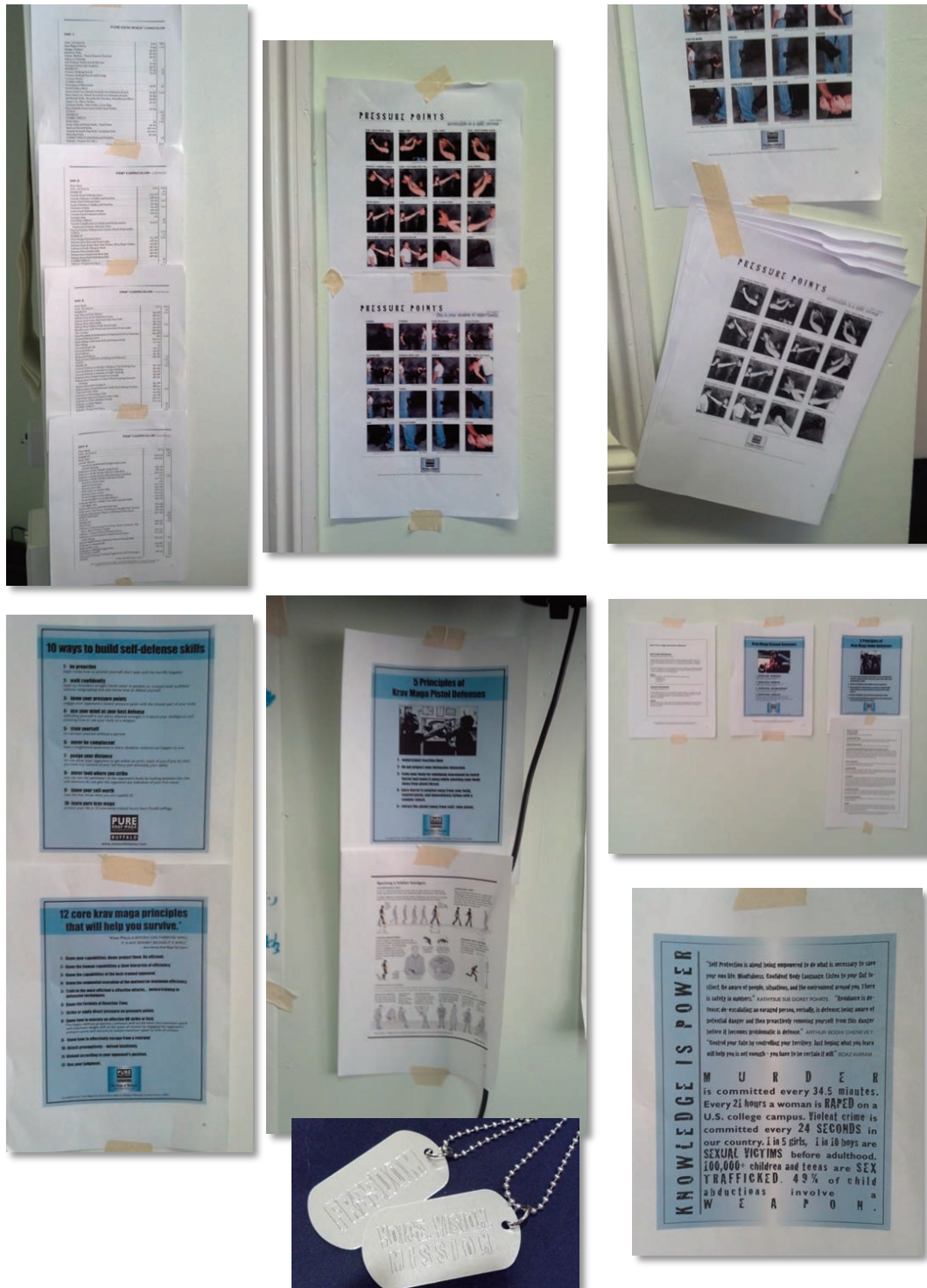
FREEDOM-VOICE-VISION-MISSION

We believe that there are no dead ends when it comes to your freedom. We believe that you deserve a fighting chance to survive. We believe you can protect yourself and your children. We believe your voice will be heard and that your confidence will shine.

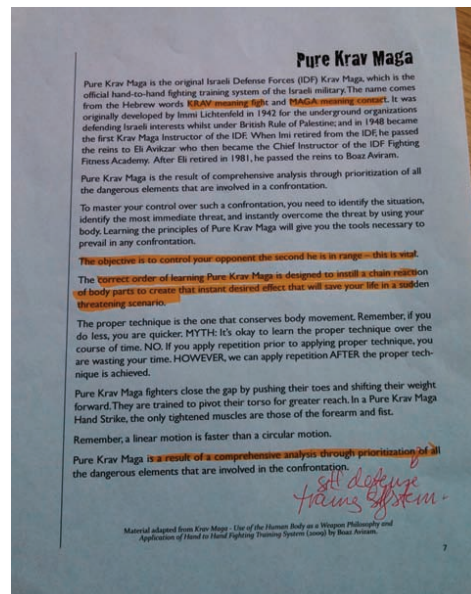
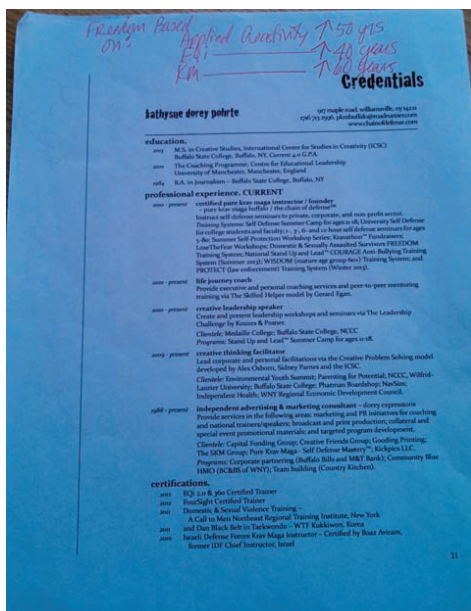
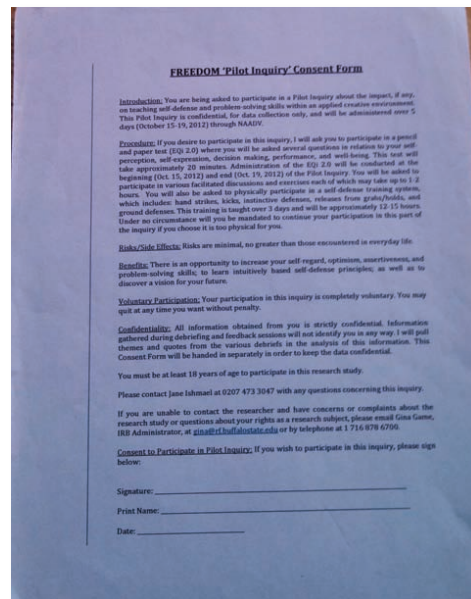
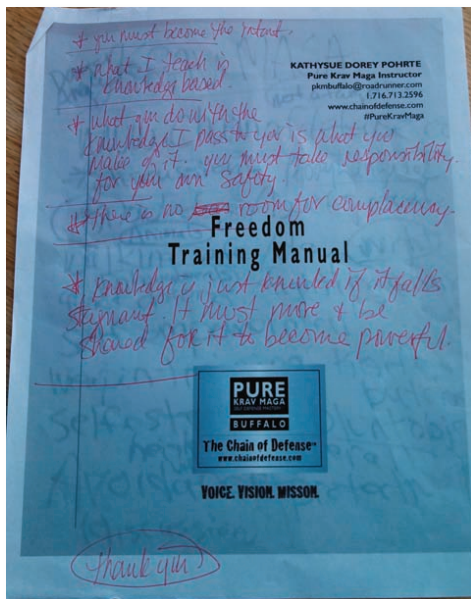
WE BELIEVE... IN YOU.

One of the first things we tell our students is that what they learn will mean nothing without their commitment to their own life and its protection. That the knowledge we pass to them will be stagnant if not utilized and practiced on a daily basis. That with this effort and commitment comes their freedom. A freedom that will effect their voice, which will lead to their vision, and ultimately, their mission in life. It is quite literally – transformational – physically, emotionally, and spiritually.









It identifies your level of danger in order to defend yourself appropriately.

Danger Analysis

Danger Analysis involves a self assessment of the risk you are willing to take to confront a dangerous situation. It also equally involves the need to control your opponent once he steps into your territory so how do you know if you are in immediate danger.

Listen to your intuition. To your gut.

"ONCE YOU TAKE A DANGEROUS PERSON INTO YOUR TERRITORY, A DISTANCE OF A HAND AND A SHOULDER FROM YOU, YOU ARE NOT IN CONTROL OF YOUR SAFETY ANYMORE" — Boaz Avram

You have to use your judgment and intuition. You can yell as loud as stop coming near you, but if he does not stop and crosses that "territorial line" you must react. Your chances are 50-50 if you let an attacker get into your territory. There is a 50% chance you may or may not live. And, 50% chance is in HIS hands as opposed to yours.


"CONTROL YOUR FATE BY CONTROLLING YOUR TERRITORY" — Boaz Avram

If you stand away at least a hand and a shoulder from your opponent, you will be able to block, and if you are closer than that, you will not.

Most importantly, you want to avoid situations where you can be totally surprised. Identifying the dangers in each environment ahead of time can easily become your second nature.

It's about controlling your opponent before he controls you.

hand shoulder distance



There is no room for complacency. Ever. You always live to win a certain level of heightened awareness.

Material Adapted from Krav Maga: Use of the Human Body as a Weapon (Physical Application of Hand to Hand Fighting Training System) (Novel) by Boaz Avram

See to cross strictly
1 sec. to finish at what he do
(30 sec. should be overcut)

Reaction Time: 2 second rule

Reaction Time is the time it takes your brain to recognize a dangerous motion [1 sec] and send a command to your body to move [1 sec], or to one of your limbs to move the danger away from you. Pure Kung Fu considers the reaction time to be an crucial in the ability to effectively block an attack. In Pure Kung Fu, you execute both defense and attack at the same time, moving forward to close the gap and limiting the opponent's further attempts to attack.

"A HURT OPPONENT IS NOT AN ATTACKING OPPONENT"
- Boaz Avraham

If your opponent has his hands around your throat, do not punch him - rather remove his thumbs from your windpipe. It takes 2 seconds to break the windpipe with a choke hold.

If you find yourself in an unplanned grappling situation, take comfort in knowing that his hands are on your body and not striking or stabbing you - which means, you have 2 seconds to your advantage to react. And you have pressure points available to you.

VISION

Concentrate your vision to the center of the attacker [sternum area]. As you notice your opponent, you should immediately look to the center of his body to assess the danger. From here you can see his arms, legs and any sudden body movements of his. As you move to defend yourself, always look to the center never to where you will be striking.

MOTION

You should be able to strike within maximum range, maximum speed, and minimum motion required and need to anticipate the target [opponent]. Once in motion, the balance needs to be continuously kept by coordinating the shifting of the body parts to facilitate lifting of one leg or the other.

DEFEND ACCORDING TO DANGER RANGE & LEVEL

The Punch Speed of the punch is the most let of your body behind it = POWER. You will be faster you might.

Material adapted from *Formal Kung Fu: Use of the Human Body as a Weapon* (Philosophy and Application of Human Kung Fu) by Boaz Avraham

RETRACT STRIKE + FINISH STRIKE +
engage your weight was in motion behind the strike


(Day 2)

Discussion 1

Situational Awareness, Gut Instincts & Body Language

This is a *Vitalie* open group discussion facilitated (moderated) by the PKM instructor. The group is queried first to see what situations are of most interest. From there, conversations are had with ideas and solutions for myriad of situations.

It could be situations as below or it could be others, depending on the group:



- 1) Jogging in the early morning hours, in a park
- 2) Getting into apartment elevators, hotel elevators whilst traveling
- 3) Riding in taxi cabs by yourself
- 4) Walking home from work late at night or in the early morning hours


The point of this discussion is to get members to 'think' before doing. To gain a sense of heightened awareness about themselves and others and situations that they would otherwise not think about putting themselves in; as well as to learn to 'listen' to their gut instinct (as it is usually correct).

Our bodies talk to others without us even opening our mouths. It is crucial to carry one's self in a confident manner and to always look up when walking, to keep shoulders and head held upright, and to never keep hands in the pockets – but rather readily available in a non-held upright, one way just in case you need to defend and attack against an assailant. The way you walk, to the way you stand stationary is all discussed with key points addressed.

Questions are asked of the group such as:

- 1) "What are all the ways you can be aware of your environment?"
- 2) "In what ways can I have confident body language?"
- 3) "What is the feeling you get when you know something just isn't right?"

If there is time, role-playing in several choreographed situations are done. Noise taking and active participation is strongly recommended.



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Let's remember, stay calm + focused + think about the other's perspective + the importance of the relationship + what defense law exists over

Legislation of Common Law and Use of Force

It's in your responsibility to know the law in which you live.

Human Rights Legislation

Section 1(1) Criminal Law Act 1967:
Section 1(1) states that force is reasonable in the circumstances in the prevention of a crime, or in the effecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large.

Human Rights Act 1998

The Human Rights Act has two basic purposes:

1. The first of the European Convention on Human Rights (ECHR) and specifically the rights and freedoms set out in the article 1 will be enforceable before the UK courts.
2. Courts are judicial, public, and the Government Ministers will have to act in a way that is "compatible" with the Convention. Failure to do so may be unlawful, although not a criminal offence.

Use of Force and Human Rights

Use of force is necessary to whether the level of force used was lawful or not. When making a decision as to whether the level of force used was lawful or not, the particular principle the courts will take cognisance of the articles under the ECHR. The rights which are most likely to be directly restricted in situations where force is used are:

1. Article Two: The right to life.
2. Article Three: Prohibition from torture, inhuman or degrading treatment.
3. Article Eight: The right to respect for private and family life.

Article Two: The Right to Life

Everyone's right to life shall be protected by law. No one shall be deprived of his life intentionally save in the execution of a sentence of a court following his conviction of a crime for which this penalty is provided by law. Deprivation of life shall not be regarded as inflicted in contravention of this article when it results from the use of force which is no more than absolutely necessary:

- a. in defence of any person or victims from who is unlawful violence;
- b. in order to effect a lawful arrest or to prevent the escape of a person lawfully detained;
- c. in action lawfully taken for the purpose of quelling a riot or insurrection.

Article Three: Prohibition from torture, inhuman or degrading treatment

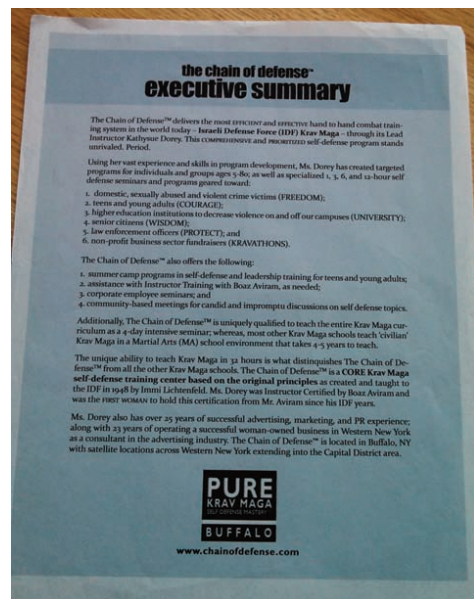
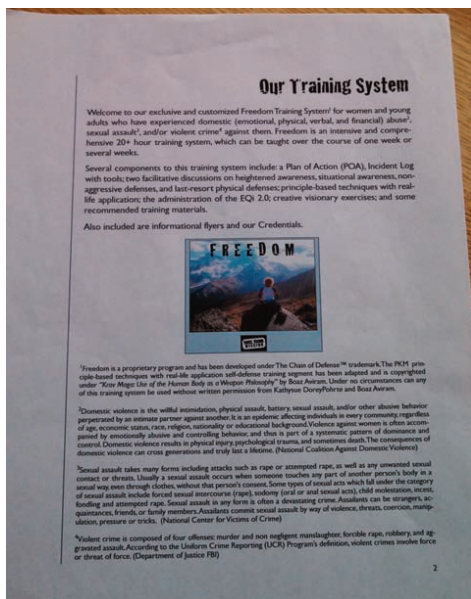
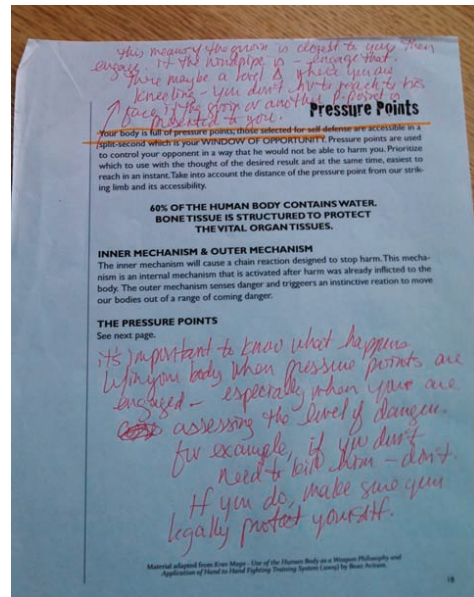
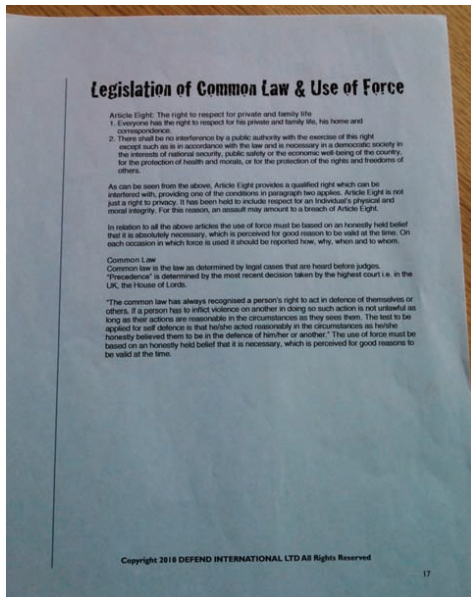
The activities prohibited by article three were characterised by the European Court of Ireland in *Ullrich* (1997) as:

- Torture: Deliberate inhuman treatment causing very serious and cruel suffering.
- Inhuman Treatment: Treatment that causes intense physical and mental suffering.
- Degrading Treatment: Treatment that arouses in the victim a feeling of fear, anguish or inferiority capable of humiliating and debasing the victim and possibly bringing his or her physical or mental integrity into disrepute.

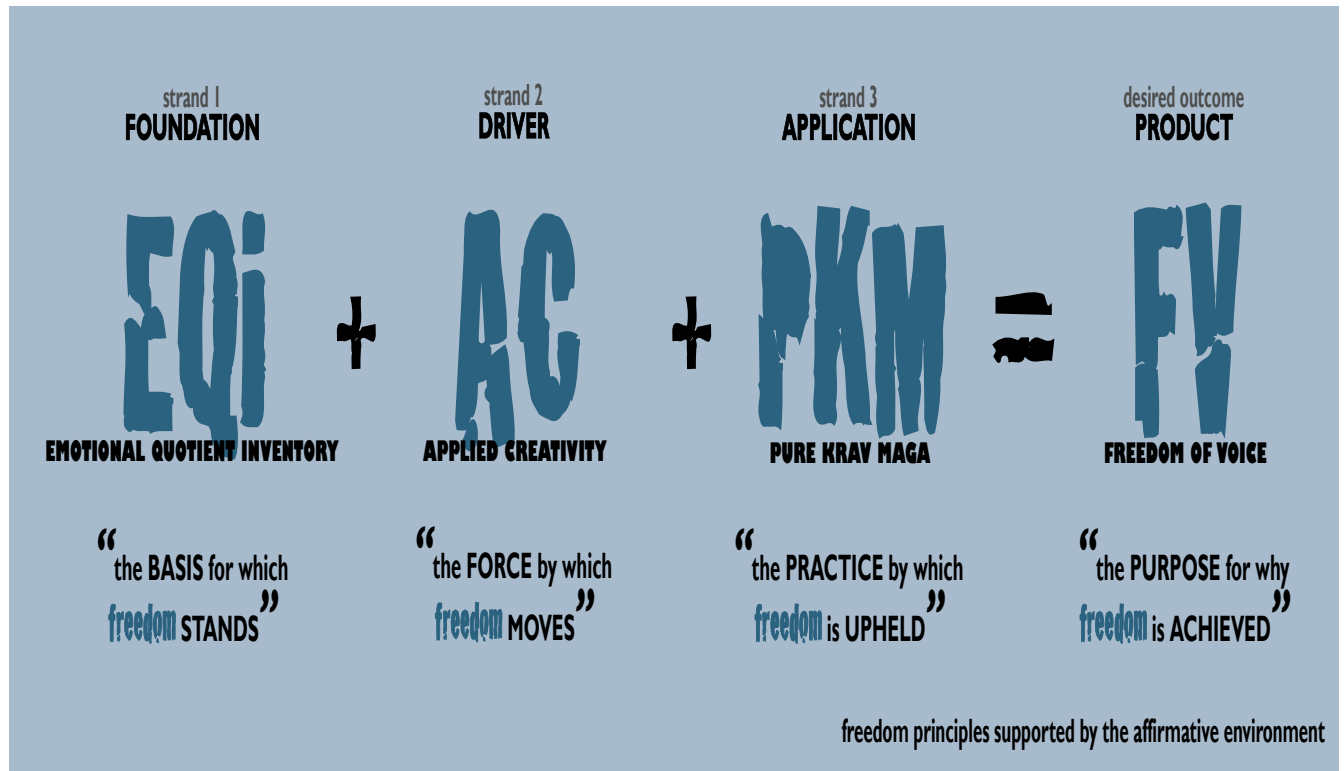
Where extreme or excessive force is applied, or where the application of force is maintained for longer than necessary (even if it is to achieve a lawful aim) this may amount to torture, inhuman or degrading treatment. This may include the unnecessary / prolonged use of lawful handcuffs.

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Appendix M: Freedom Impact Study with Freedom Model



FREEDOM IMPACT STUDY

Boiler Plate Program

DAY 1 AGENDA	DAY 2 AGENDA	DAY 3 AGENDA	DAY 4 AGENDA	DAY 5 AGENDA
<ul style="list-style-type: none"> • Welcome^H • EQi^{C3-1} • Introductions^{R6-6.1} • Freedom Journal^{R3-2.1} • Learning Outcomes^{A1-1.1} • Day 1 Activities:^{ARG} <ul style="list-style-type: none"> - PKM history - Danger Analysis - Situational Awareness - Vision/Motion - Arms Distance - Exercise - Safety in Training - Self-Defense Law - Pressure Points - Warm Up - H2 Punch - Body Movement • Closing Session^{R5-5.1} 	<ul style="list-style-type: none"> • Welcome^H • Q&A^{A1-1.1} • Discussion^{R3-2.1, D4-4.1} <ul style="list-style-type: none"> - What is freedom? • EI Composite Sort:^{A1-1.1} <ul style="list-style-type: none"> - Problem Solving - Self-Regard - Assertiveness - Optimism • Day 2 Activities:^{ABCEFG} <ul style="list-style-type: none"> - PKM review - Warm Up - Hand Strikes (primary punch; palm, elbow, hammer, & backhand) - Combo Strikes - Body Language and Situational Awareness Reinforced - Kicks (front & side) - Combo Kicks/Strikes • Facilitated Discussion:^H <ul style="list-style-type: none"> - Gut Instinct^{D4-4.1} - Intuition^{R6-6.1} • Closing Session^{R5-5.1} 	<ul style="list-style-type: none"> • Welcome^H • Q&A^{A1-1.1} • EI Composite Sort:^{C3-3.1} <ul style="list-style-type: none"> - Problem Solving - Self-Regard - Assertiveness - Optimism • Day 3 Activities:^{ABCEFG} <ul style="list-style-type: none"> - PKM review - Warm Up - Outside Defenses - Inside Defenses - Instinctive Defenses vs Kicks, Strikes - Release from Grabs, Chokes, Head Locks, Holds - Body Language and Situational Awareness Reinforced • Facilitated Discussion:^H <ul style="list-style-type: none"> - Freedom POA with Incident Log^{A1-1.1, G7-7.1} • Closing Session^{R5-5.1} 	<ul style="list-style-type: none"> • Welcome^H • Q&A^{A1-1.1} • EI Composite Sort:^{C3-3.1} <ul style="list-style-type: none"> - Problem Solving - Self-Regard - Assertiveness - Optimism • Day 4 Activities:^{ABCEFG} <ul style="list-style-type: none"> - PKM review - Warm Up - Falling - Ground Defenses - Knife Defenses - Body Language and Situational Awareness Reinforced • Facilitated Discussion:^H <ul style="list-style-type: none"> - Open, TBD^{D4-4.1} • Closing Session^{R5-5.1} 	<ul style="list-style-type: none"> • Welcome^H • Q&A^{A1-1.1} • Day 5 Activities:^{R6-6.1} <ul style="list-style-type: none"> - PKM review - Warm Up - Pistol Defenses - Open, TBD • Facilitated Discussion:^H <ul style="list-style-type: none"> - EI Composite Sort - Talk back/Debrief^{R6-6.1} - H2 Practice, Train^{G7-7.1} • Facilitated Exercise:^{R3-2.1} <ul style="list-style-type: none"> - Visionary^{C3-3.1} (Cartoon Storyboarding "Where do you see yourself 5 years from now?") • Freedom Tags^H • Freedom Journal Note^H • Freedom Inspirations^{D4-4.1, H} • Closing Session^{R5-5.1} • EQi^{G7-7.1}
<p>^HAffirmative Environment/Climate</p> <p>^{C3-3.1}Formulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^{R6-6.1}Exploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^{R3-2.1}Exploring the Vision: Visionary Thinking-Dreaming</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^AAssessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^FExploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^GFormulating A Plan: Tactical Thinking-Tolerance for Risks</p> <p>^{R5-5.1}Formulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p> <p>There is usually no Ideational Thinking on Day 1; however, the program is flexible to accommodate should it be necessary.</p>	<p>^HAffirmative Environment/Climate</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^{R3-2.1}Exploring the Vision: Visionary Thinking-Dreaming</p> <p>^{D4-4.1}Exploring Ideas: Ideational Thinking-Playfulness</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^AAssessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^RExploring the Vision: Visionary Thinking-Dreaming</p> <p>^FFormulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^DExploring Ideas: Ideational Thinking-Playfulness</p> <p>^FFormulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p> <p>^FExploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^GFormulating A Plan: Tactical Thinking-Tolerance for Risks</p> <p>^{D4-4.1}Exploring Ideas: Ideational Thinking-Playfulness</p> <p>^{R6-6.1}Exploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^{R5-5.1}Formulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p>	<p>^HAffirmative Environment/Climate</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^{C3-3.1}Formulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^AAssessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^RExploring the Vision: Visionary Thinking-Dreaming</p> <p>^FFormulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^DExploring Ideas: Ideational Thinking-Playfulness</p> <p>^FFormulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p> <p>^FExploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^GFormulating A Plan: Tactical Thinking-Tolerance for Risks</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^{G7-7.1}Formulating A Plan: Tactical Thinking-Tolerance for Risks</p> <p>^{R5-5.1}Formulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p>	<p>^HAffirmative Environment/Climate</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^{C3-3.1}Formulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^AAssessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^RExploring the Vision: Visionary Thinking-Dreaming</p> <p>^FFormulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^DExploring Ideas: Ideational Thinking-Playfulness</p> <p>^FFormulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p> <p>^FExploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^GFormulating A Plan: Tactical Thinking-Tolerance for Risks</p> <p>^{D4-4.1}Exploring Ideas: Ideational Thinking-Playfulness</p> <p>^{R5-5.1}Formulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p>	<p>^HAffirmative Environment/Climate</p> <p>^{A1-1.1}Assessing the Situation: Diagnostic Thinking-Mindfulness</p> <p>^{R6-6.1}Exploring Acceptance: Contextual Thinking-Sensitivity to Environment</p> <p>^{G7-7.1}Formulating A Plan: Tactical Thinking-Tolerance for Risks</p> <p>^{R3-2.1}Exploring the Vision: Visionary Thinking-Dreaming</p> <p>^{C3-3.1}Formulating Challenges: Strategic Thinking-Sensing Gaps</p> <p>^HAffirmative Environment/Climate</p> <p>^{D4-4.1}Exploring Ideas: Ideational Thinking-Playfulness</p> <p>^{R5-5.1}Formulating Solutions: Evaluative Thinking-Avoiding Premature Closure</p> <p>^{G7-7.1}Formulating A Plan: Tactical Thinking-Tolerance for Risks</p>
Every CPS step and all Cognitive Thinking and Affective Skills are being learned, practiced, and reinforced throughout days 2-5.				

Appendix N: Curriculum Vitae

CURRICULUM VITAE

KATHYSUE DOREY (POHRTE)

917 MAPLE ROAD • WILLIAMSVILLE, NEW YORK 14221
kathysue1@roadrunner.com • 716-491-4723

Curriculum Vitae- 2

EDUCATION**M.S. in Creativity, Leadership, and Innovation** / May 2013

International Center for Studies in Creativity (ICSC)

Buffalo State University College, Buffalo, NY – USA

Master's Project: *The Exploration into Achieving One Women's 'Freedom of Voice' as Relevant to Domestic Abuse through the Sciences of Creativity*Grade Point Average: 4.0/4.0 overallHonors: Recipient of Firestien Family Creative Achievement Award; Recipient of International Service-In Learning Scholarship Award; Recipient of Dr. Mary Murdock Creative Spirit Scholarship Award**The Coaching Programme** / 2010

University of Manchester, CEL, Manchester, England

B.A. in Journalism / May 1984

Buffalo State University College, Buffalo, NY – USA

Advanced Training

- EQi 2.0 / EQ360 Certified – London, England / 2012
- FourSight Certified – Buffalo, NY / 2012
- Domestic & Sexual Violence Training – Springfield, MA / 2011
- Combatives Training Certified – Wooster, OH / 2011
- Israeli Defense Forces Krav Maga Instructor Certified – New York, NY / 2010

Training Programs Developed

- Freedom Global – International / 2013
- Freedom Impact Study with Freedom Model – International / 2013
- Wisdom Self-Defense program for senior citizens / April 2012
- Self-Defense Summer Camp for Young Adults / 2011
- Stand Up & Lead Summer Camp for Young Adults / 2011
- Self-Defense/Leadership University Program with 3-credit SUNY course / 2011

General Programs Developed

- 1-, 2-day & weekly self-defense seminars/workshops
- Kravathon™ Fundraisers for non-profit sector

Pending Training Programs Under Development

- Courage Global – International
- Courage Impact Study with Courage Model – International
- Protect Law Enforcement Liaison Program
- Stand Up & Lead program for ages 5-18

Training Programs Conducted

- Freedom 5-Day Pilot Inquiry – NAADV, London, England / October 2012
- Clients&Profits advertising program – SKM Group / 2002

Seminars Conducted

- Numerous 1- and 2-day self-defense workshops in Northeastern United States / ongoing
- 11-week self-defense course for Buffalo State International Students / 2011

Leadership Workshops Conducted

- Challenge the Process (Kouzes & Posner) workshop at Medaille College / October 2010
- Lose the Fear workshops to decrease fear of bullying and violence / 2011

Current as of 18 april 2013

Curriculum Vitae- 3

ACADEMIC POSITIONS HELD**STATE UNIVERSITY OF NEW YORK AT BUFFALO – Buffalo, NY****Adjunct Professor / 1997**Designed and delivered undergraduate course: *Principles & Techniques of Advertising*

- Taught principles, strategy, and execution of multi-media advertising campaigns.

NON-ACADEMIC POSITIONS HELD / current**THE CHAIN OF DEFENSE™ - PURE KRAV MAGA BUFFALO&ALBANY****Self-Protection Advocate / 2012 – present**

Align (internationally) with and offer knowledge-based information on how to stay safe to domestic abuse, sexually assaulted, violent crime, and human trafficking organizations.

Certified Pure Krav Maga Instructor / 2010 - present

Instruct self-defense seminars and workshops to private, corporate, and non-profit sectors. Create, develop, and implement customized, targeted programs to specialized group populations, i.e., domestic abuse, sexually assaulted, violent crime, and bullying survivors; along with the senior population, young adult, and 4-10 year olds.

DOREY EXPRESSIONS**Creative Coach / 2010 - present**

Provide creative, individual and team coaching services to the private and business sectors.

Creative Leadership Speaker and Creative Thinking Facilitator / 2010 - presentCreate targeted program development services; present leadership workshops and seminars; lead problem-solving facilitations to the private and corporate sectors; and design creative work environments. *Clientele includes:* Medaille College, Buffalo State University College, NCCC, Environmental Youth Summit, Parenting for Potential, Phatman Boardshop, NavSim, Independent Health, WNY Regional Economic Development Council, Wilfrid-Laurier University, Capital Funding Group, Singer SMS, Kickpics LLC.**Advertising and Marketing Consultant / 1988 – present**Provide social media, traditional marketing, advertising, proofreading, and copyediting services to local and regional clients and national trainers/speakers. *Clientele includes:* Capital Funding Group, Singer SMS, Gooding Printing, Gelia, Kickpics LLC, SUNY at Buffalo, Pure Krav Maga: Self Defense Mastery™ (Boaz Aviram).**NON-ACADEMIC POSITIONS HELD / past****THE SCHUTTE GROUP / 1995-2002 AND SINGER ADVERTISING / 1991-1995****Creative Services Manager**Supervised, managed, and executed creative concepts for print, broadcast, and outdoor advertising, direct mail, collateral, and P-O-P campaigns; prepared annual client production budgets and all project estimates; dealt with myriad of outside vendors; proofread and critiqued client copy; staffed weekly operational meetings; and attended client and new business meetings. *Clientele included:* NFL Buffalo Bills, Buffalo Bisons, Country Kitchen, HealthNowNY, Roswell Park Cancer Institute, S.A. Armstrong, Acme Electric, Moog, Tuxedo Junction, DFT Communications, Buffalo State University College, SUNY at Buffalo, Alfred State College, Sherwood Scuba.

Current as of 18 april 2013

Curriculum Vitae- 4

SERVICE**PRODUCT**

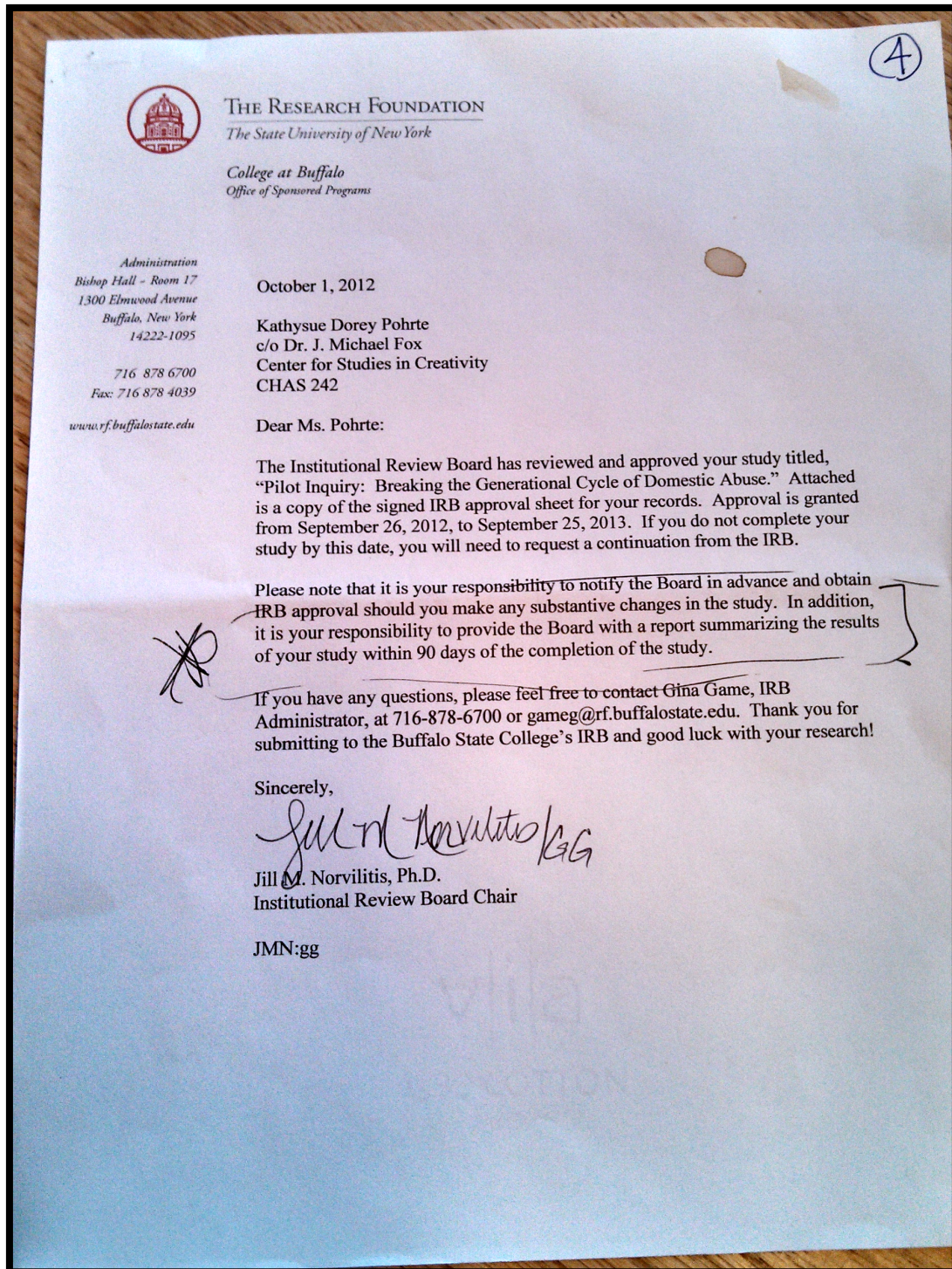
- Developed a Freedom Model that has been successfully piloted with the intention to be used globally in the Longitudinal Empirical Freedom Impact Study.
- Developing an Authentic Leadership Model to be completed within my future dissertation.
- Exploring the relevance of Spirituality within the creative sciences and leadership arena.

NON-PUBLISHED MONOGRAPHS

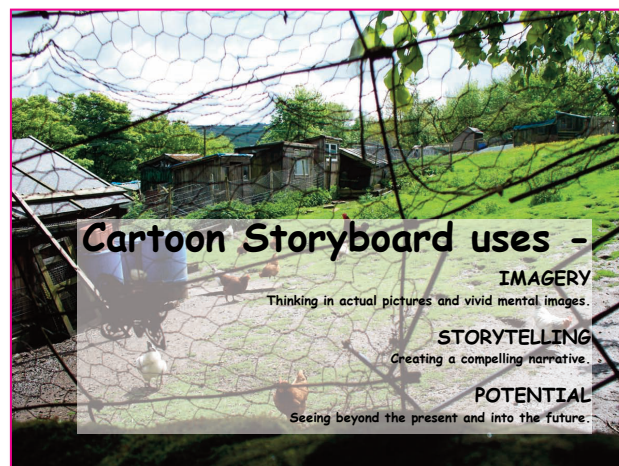
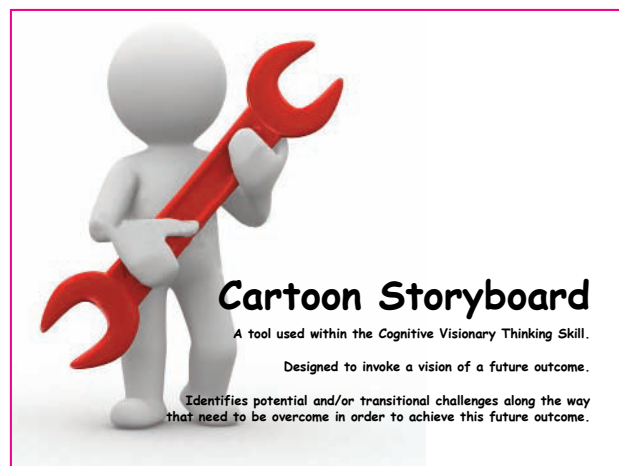
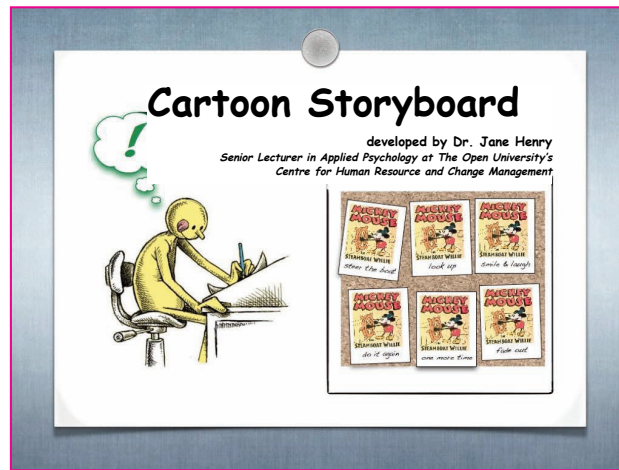
- DoreyPohrte, K. (2012). *Spirituality with Application in Authentic Leadership*. Article will serve as a component for the Authentic Leadership Model to be completed in dissertation.
- DoreyPohrte, K. (2011). *Bar-On Emotional Quotient Inventory®: Measuring Emotional-Social Intelligence*. Article served as an aid for the Freedom Impact Study and its Freedom Model.
- DoreyPohrte, K. (2010). *Sustainable 21st Century Leadership Practices*. Article served as a spring board for the Authentic Leadership Model to be completed in dissertation.

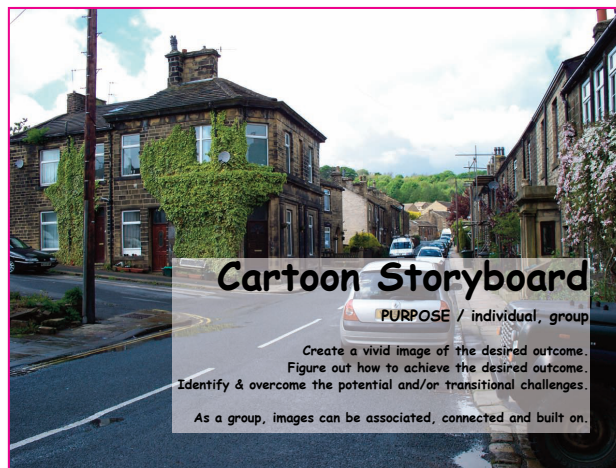
Current as of 18 april 2013

Appendix O: IRB Approval Letter



Appendix P: Cartoon Storyboard





Cartoon Storyboard

STEPS / traditional

#1 PREP

Draw 6 square boxes on a large piece of paper in landscape position. Label box 1 "present," box 6 "future," and remaining boxes 2-5.

#2 WHERE ARE YOU GOING? (Future)

Close your eyes, relax and think about where you want to be or a goal you want to achieve in the future. (How does this feel? What is going on?) In box 6, draw a picture of this future achieved outcome.

#3 WHERE ARE YOU NOW? (Present)

Bring yourself back to the present day. In box 1, draw a picture of what your present situation looks like.

#4 MILESTONES

In the remaining boxes 2-5, draw the sequential situational milestones that need to happen along the path toward your desired outcome.

#5 POTENTIAL AND/OR TRANSITIONAL CHALLENGES

Look at your storyboard as a whole and think about some of your potential challenges within each milestone; think about the possible transitional challenges you may encounter as you move between your milestones. (What might stop you within and from moving to your next milestone?) Write these challenges as one word or a brief phrase. Write transitional challenges between the milestones.

Cartoon Storyboard

OVERCOMING CHALLENGES / traditional

Looking at your storyboard with its potential and/or transitional challenges, think about how you might overcome these -

Take a piece of paper, and think of Challenge Statements beginning with How Might I... (HMI) and/or In What Ways Might I... (IWWMI)

HMI _____
 HMI _____
 HMI _____
 HMI _____
 HMI _____
 IWWMI _____
 IWWMI _____
 IWWMI _____
 IWWMI _____

Cartoon Storyboard

STEPS / alternative uses

#1 PREP

How else might this storyboard look like (be set up) physically?

#2 WHERE ARE YOU GOING? (Future)

Close your eyes, relax and think about where you want to be or a goal you want to achieve in the future. (How does this feel? What is going on?) In box 6, draw a picture of this future achieved outcome.

#3 WHERE ARE YOU NOW? (Present)

Bring yourself back to the present day. In box 1, draw a picture of what your present situation looks like.

#4 MILESTONES

In the remaining boxes 2-5, draw the sequential situational milestones that need to happen along the path toward your desired outcome.

#5 POTENTIAL AND/OR TRANSITIONAL CHALLENGES

Look at your storyboard as a whole and think about some of your potential challenges within each milestone; think about the possible transitional challenges you may encounter as you move between your milestones. Write these challenges as one word or a brief phrase. Write transitional challenges between the milestones.

#6 OTHER MEDIUMS AND VENUES

What other mediums can be used to capture your journey from present to future outcome? How can a change of venue (location) be used to invoke boundless dreaming?

Cartoon Storyboard

STEPS / alternative uses

#1 PREP

How else might this storyboard look like (be set up) physically?

- smaller (pocket sized), accordian style
- as separate sheets of paper or large blank index cards for movability, flexibility
- pathways storyboard
- fantasy storyboard
- collage or poster storyboard
- what else? Take a few minutes and on the piece of paper, think about how else this tool can be used in different group populations like 5 yr olds, young adults, senior citizens, college students, at-risk youth, parolees, etc.

What other mediums can be used to capture your journey from present to future outcome? How can a change of venue (location) be used to invoke boundless dreaming?

Appendix Q: EQi 2.0 Scored Results

Overview of Results		Same Respondent PRE- & POST-Pilot Inquiry			
UK/Ireland: AGE & GENDER	ID	ID	ID (Pre-)	ID (Post-)	ID (Post-6 months)
	10152012-01	10152012-02	10152012-03	10192012-03	042320133-03
Total EI	95	117	86	103	95
Self-Perception Composite	109	124	82	94	99
• Self-Regard respecting oneself; confidence	94	119	75	83	101
• Self-Actualization pursuit of meaning; self-improvement	123	125	94	106	109
Emotional Self-Awareness understanding own emotions	104	117	83	94	83
Self-Expression Composite	85	108	83	106	85
Emotional Expression constructive expression of emotions	93	106	87	111	97
• Assertiveness communicating feelings, beliefs; non-offensive	113	100	89	107	67
Independence self-directed; free from emotional dependency	56	115	80	96	93
Interpersonal Composite	119	106	107	119	102
Interpersonal Relationships mutually satisfying relationships	101	99	96	119	93
Empathy understanding, appreciating how others feel	121	116	108	105	99
Social Responsibility social consciousness; helpful	125	101	116	127	116
Decision Making Composite	82	110	84	98	96
• Problem Solving find solutions when emotions are involved	65	88	77	89	96
Reality Testing objective; see things as they really are	121	119	92	89	82
Impulse Control resist or delay impulse to act	75	113	98	118	118
Stress Management Composite	83	110	92	96	98
Flexibility adapting emotions, thoughts and behaviors	68	106	83	94	103
Stress Tolerance coping with stressful situations	78	101	105	102	99
• Optimism positive attitude and outlook on life	110	120	91	94	91
Happiness	99	115	81	81	92

Appendix R: Bibliography of Further Suggested Reading Materials

1. Domestic Abuse

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2. EQi 2.0

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3. Applied Creativity

- Albrecht, K. (2006). *Social intelligence: The new science of success*. San Francisco, CA: Jossey-Bass.
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